DOCUMENT RESUME

ED 345 454 EC 301 215

AUTHOR	Garber, Howard L.; McInerney, Maurice
TITLE	Parental Involvement in the Vocational Education of Special Needs Youth: An Evaluation and Planning Guide. Bulletin No. 91542.
INSTITUTION	Wisconsin State Dept. of Public Instruction, Madison. Div. of Instructional Services.
PUB DATE	91
NOTE	193p.
AVAILABLE FROM	Division for Instructional Services, Wisconsin Department of Public Instruction, P.O. Box 7841, Madison, WI 53707-7841.
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01/PC08 Plus Postage.
DESCRIPTORS	Disabilities; Employment; Family Involvement; High Schools; Independent Living; *Models; Outreach Programs; *Parent Participation; Prevention; *Program Development; Program Effectiveness; Program Evaluation; Referral; *Special Needs Students; *Staff Development; Unemployment; Vocational Adjustment; *Vocational Education
IDENTIFIERS	*Wisconsin

ABSTRACT

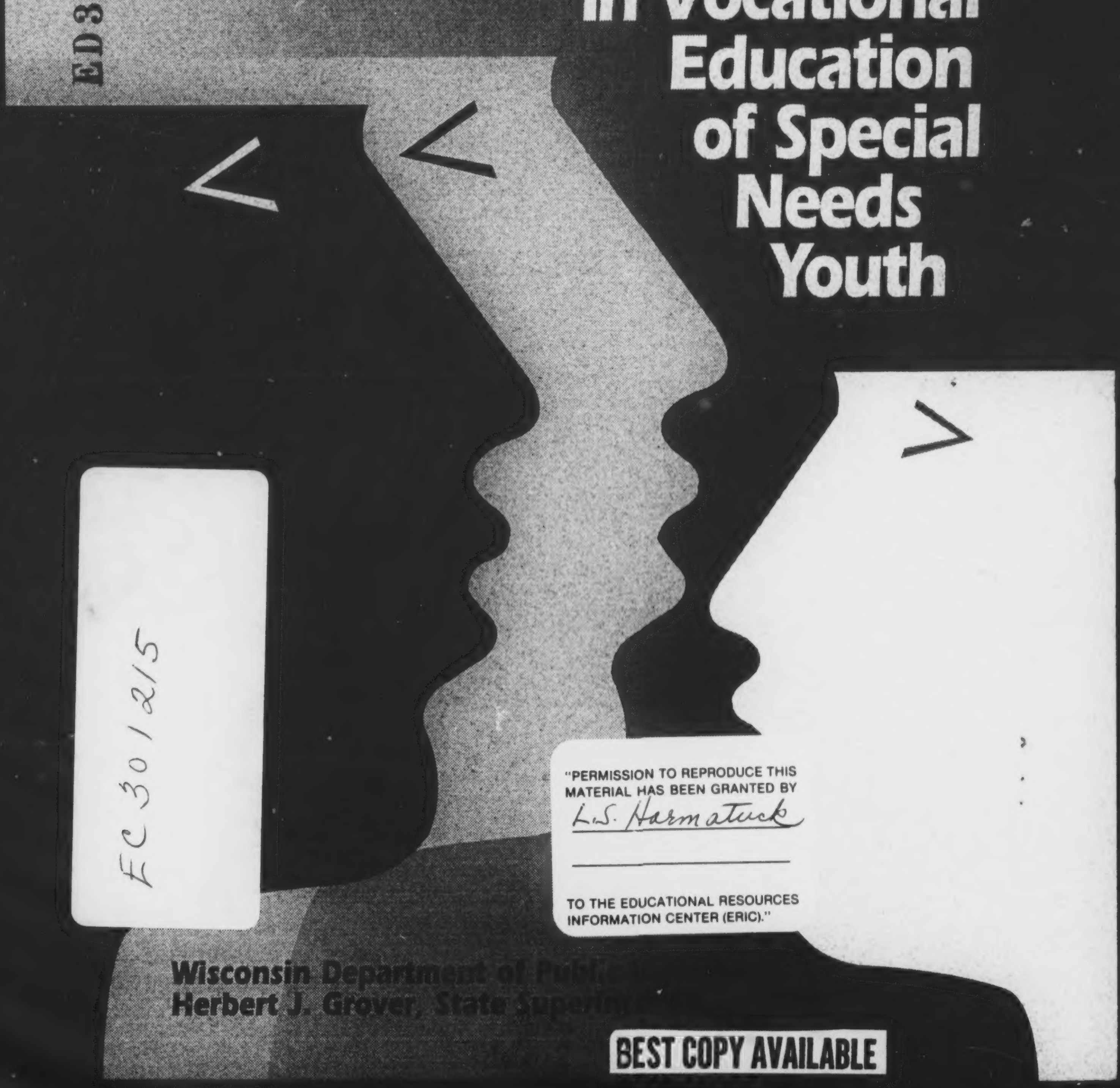
This technical assistance manual describes school-based outreach strategies that involve parents in preparing youth with special needs for postschool jobs and independence. A model of preventive education is featured which stresses that postschool problems of unemployment and community adjustment can be anticipated and can, therefore, be treated during the high school years. The key to the model is making existing school programs more effective through meaningful parent involvement and increased family support. The manual is designed to train staff of Wisconsin Local Education Agency districts who are responsible for providing vocational education services and to guide the development of model school-based family outreach programs. Individual chapters focus on the need for family involvement, program need and development, program screening and referral, program assessment and implementation, and an agenda for the future. Each chapter has seven parts: section overview, key words, problem scenarios, literature review, findings from Wisconsin research activities, preventive education model, and exercises. Appendixes contain a glossary, a list of approximately 80 references, and descriptions of five relevant tests. (JDD)

****
*   Reproductions supplied by EDRS are the best that can be made   *
*   from the original document.   *
****

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality
● Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

ED345454

Parental Involveme in Vocational Education of Special Needs Youth



EC 301215

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
L.S. Harmatuck
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Wisconsin Department of Publi
Herbert J. Grover, State Superin

BEST COPY AVAILABLE

EC

Parental Involvement in the Vocational Education of Special Needs Youth: An Evaluation and Planning Guide

Wisconsin Department of Public Instruction
Herbert J. Grover, Superintendent

Howard L. Garber, Ph.D.
Director, Family Research and Training Center

Maurice McInerney, Ph.D.
Associate Director, Family Research and Training Center

Monte Hottman
Administrator
Division for Instructional Services

Richard Dignan
Director
Bureau of Vocational Education

This publication is available from:
Division for Instructional Services
Wisconsin Department of Public Instruction
P.O. Box 7841
Madison, WI 53707-7841
(608) 267-2274

Bulletin No. 91542

Copyright© 1991 by Wisconsin Department of Public Instruction

The Wisconsin Department of Public Instruction does not discriminate on the basis of race, color, religion, sex, national origin, age, or handicap.

This publication was funded through Carl Perkins and PL 94-142, the Individuals with Disabilities Education Act.

Contents

Page
Foreword v
Acknowledgments vii
Introduction ix

1 **The Need for Family Involvement**

Overview 1
Key Words 1
What Happens to Special Needs Students When School's Out? 1
Problem Scenario 1: "School Board Meeting" 2
What Others Have Done: Postschool Job Training 2
University of Wisconsin Research Program: At-Risk and Retarded Youth Moving From School into the Community 3
Preventive Education Model: Developments in Family Outreach Planning 6
Exercise 1 11

2 **Program Need and Development**

Overview 15
Key Words 15
Underemployment and Failed Expectations for Postschool Life 15
Problem Scenario 2: "Sam" 16
What Others Have Done: Surveys of Postschool Adjustment Status 16
University of Wisconsin Research Program: A Study of Factors Influencing Postschool Maladjustment 19
Preventive Education Model: Objectives to Guide You in Starting Your Program 21
Exercise 2 24

3 **Program Screening and Referral**

Overview 51
Key Words 51
How Families Influence the Development of Good Work Habits 51
Problem Scenario 3: "Sue" 52
What Others Have Done: Previous Research Efforts to Analyze Differences in Families 52
University of Wisconsin Research Program: Family and Child Risk Characteristics 54
Preventive Education Model: How to Develop a Screening and Referral System 56
Exercise 3 61

4 **Program Assessment and Implementation**

Overview 93
Key Words 93
What Families Can Do to Help 93
Problem Scenario 4: "Joe" 94
What Others Have Done: Previous Approaches to Training Parents at Home 94

University of Wisconsin Research Program: Two Illustrations of School-Based Family Outreach 96
Preventive Education Model: How to Sequence Family Outreach Activities 99
Part A – Prescriptive Assessment 99
Part B – Prescriptive Treatment 103
Exercise 4 113

5 An Agenda for the Future

Overview 171
Why Schools Don't Build Formal Outreach Programs 172
Why Schools Don't Involve Families 172
Why Parents Don't Want to Get Involved 172
Reducing System Barriers to Parent Involvement 173
Summary 174

6 Appendixes

A. References 178
B. Glossary 183
C. Test Publishers 185

6

Foreword

The preparation of special needs youth for postschool jobs and related career counseling will become more effective if there is increased family support and meaningful parent involvement in the vocational education process.

Studies have proven that an appropriate answer to problems related to family involvement in educational programs lies in the development of an effective delivery system for **all** students and their families. This manual argues that existing systems of delivery of vocational education would be greatly improved by translating valuable research information into preventive strategies for more effective teaching practices.

Public schools in Wisconsin will be increasingly challenged in the coming decades to provide effective and appropriate vocational education services for youth with special needs and their families. For a significant portion of such youth, there is no formal system of support. Preventive education is a proposal to meet this demand.

Preventive education offers the promise of anticipating potential problems so that services can intervene when the problem occurs. The result of preventive education is likely to be a significant increase in the cost-efficiency of local service delivery if postschool referrals are necessary.

By fashioning more individualized instructional efforts for special needs students and their families,.it should be possible to provide each individual with more opportunity to develop his or her potential and thus, throughout life, to become a contributor rather than a burden to society.

Herbert J. Grover
State Superintendent

Acknowledgments

This manual of technical assistance has been derived from a program of interrelated research and training activities over the last twelve years. The program was conducted at the University of Wisconsin-Madison, and supported by a number of State and Federal grants. These include grants from the Office of Special Education and Rehabilitation Services and the National Institute of Disability and Rehabilitation Research, U.S. Department of Education, the Administration on Developmental Disabilities, and the State of Wisconsin Department of Public Instruction. The program also benefited from extensive local support, most notably from the Stoughton, Wisconsin Area School District; the Monroe, Wisconsin Area School District; the McFarland and Edgerton, Wisconsin Senior High Schools. In addition, support and access to programs was provided by the Milwaukee Public Schools and the Milwaukee Center for Independence (formerly the Jewish Vocational Service).

In addition, there are a number of individuals whose support of this program must be specifically acknowledged. In particular, the encouragement and support of Superintendent Herbert J. Grover and his staff helped to bring this manual to reality. Special thanks to Steve Gilles and Wayne Sherry who saw in the research the implications for school-based outreach programming in Wisconsin schools. Together, this group of people demonstrated the kind of vision for which Wisconsin has come to be known. Wisconsin's effort to build school-based outreach in support of families is several years ahead of most states in the nation.

There are a number of administrators and teachers in the local school districts who helped to effectively translate a research idea into delivery system practice. These include James Fricke, Kay Davis, Eloise Gibson and Richard Pertzborn (Stoughton Area School District); James Munro, Daniel Bauer (Monroe Public Schools); Cindy Huber and Mary Francis (McFarland Public Schools), Gordon Schutz (Milwaukee Public Schools) and Thomas Lutzow (Milwaukee Center for Independence). These individuals provided the opportunity to develop and test the utility of parent training as an outreach strategy and, even more, provided us with both their wisdom and support to understand how it might be possible to make school-based outreach a reality.

Charlotte Richards, director of special education at Stoughton Schools, deserves the most thanks because it was she who gave us the opportunity, encouragement, and advice to get started. This manual reflects her insight, intuition, and vast experience in how such a program can help children and help teachers toward the goal of better education.

We want to acknowledge, with special thanks and admiration, the skillful work of Nancy Rank who constructed the initial draft of this manual. Department of Public Instruction staff who also made special contributions to the publication of this guide include: Victoria Rettenmund, graphic arts; Jean Dyer and Lisa Isgitt, editors; Linda Zach, management information technician/typesetter; and Jessica Early, proofreader.

Introduction

This manual describes school-based outreach strategies that involve parents in preparing youth with special needs for postschool jobs and independence. It focuses specifically on the effectiveness of existing vocational education programs. A model of preventive education is featured which has been developed from a research program conducted over an extended period of time (longitudinal research at the University of Wisconsin-Madison, cooperating with several local Wisconsin school districts).

That research clearly indicates that postschool problems of unemployment and community adjustment can be anticipated and can, therefore, be treated during the high school years. The key to the model is making existing school programs more effective through meaningful parent involvement and increased family support.

Involving parents as a **planned** element in the educational program is not easy. Not only is it difficult to decide how to allocate resources, it is difficult to resolve the philosophical issues associated with a school-based outreach when extra-academic concerns are involved as well.

This procedural manual addresses these issues. The University of Wisconsin research applied a test of different strategies of outreach in different school settings and found success in increasing parents' involvement in their children's education. The results of this research have been translated into a staff training prototype for use in different Wisconsin communities.

While providing technical assistance and training, this manual also guides the development of model school-based family outreach programs within Wisconsin Local Educational Agency (LEA) districts. The models will provide extramural strategies for the home to complement existing vocational education services for youth with special needs.

Appropriate school-based outreach programs can be offered to families with youth identified to be at risk (including handicapped and disadvantaged high school students) as well as young adult high school drop-outs, juvenile criminal offenders, and unwed single parents and homemakers. State criteria, as established by the Wisconsin Department of Public Instruction (DPI), should be used to identify target youth with special needs. This manual will train the LEA staff who are responsible for providing vocational education services to these youth and their families.

Each major section has seven parts:

1. Section Overview – A description of the section
2. Key Words – Important concepts and terms defined
3. Problem Scenarios – Hypothetical illustrations of delivery concerns
4. What Others Have Done – Relevant literature reviewed and critiqued
5. Wisconsin Research Program – Outreach program development activities described
6. Preventive Education Model – Practical suggestions for use of the model
7. Exercises – Implementation forms and guides

The contents of this manual include a number of examples from other sources related to strategies appropriate to preventive services. These examples include models, formats, and instruments, many of which are presented in full form.

1

The Need for Family Involvement

Overview

This section of the manual provides the rationale for involving parents in vocational education programs for special needs youth.

The problem of young adult unemployment is hypothetically described from the perspective of a school board member who has tried, unsuccessfully, to hire recent graduates of high school special education programs. Then,

- new national initiatives to teach competitive job skills are critically reviewed,
- a longitudinal research program in Wisconsin is described,
- research results are applied in order to outline a strategy for training those parents who have offspring with special needs to support local programs of vocational education.

Key Words

Vocational Education is a program of organized instruction which prepares high school students for paid (or unpaid) employment and postschool careers. Course offerings can prepare students for vocations in such fields as agriculture, business occupations, family and consumer education, health occupations, marketing and distributive occupations, technical and emerging occupations, modern industrial and agriculture arts and trades, and industrial occupations.

Youth With Special Needs are adolescents and young adults who are identified as being handicapped, disadvantaged, single parents, homemakers, or criminal offenders. The Wisconsin Department of Public Instruction defines specific criteria for the appropriate identification of such individuals. These criteria are presented in exercise 1 of this manual.

Preventive Education is an instructional model for anticipating and treating long-term problems of learning and behavioral adjustment. The effectiveness of the educational program is evaluated, in part, by surveying the postschool status of former students. This information is then used to develop new educational treatments during high school so as to prevent, or at least mitigate, future problems. The model itself has been taken from a longitudinal program of research and training at the University of Wisconsin-Madison in cooperation with several local school districts in Wisconsin.

Consult glossary (Appendix B) for more definitions.

What Happens to Special Needs Students When School's Out?

When they leave high school, many young adults with special needs have great difficulty and become personally frustrated as they attempt to find stable employment and an independent home life. Nationally, the U.S. Commission on Civil Rights (1983) reports that 250,000 to 300,000 high school students leave special education programs each year, but between 60 percent and 80 percent (about 200,000 youth) fail to find appropriate jobs. Some state projections are even higher, especially for minority and economically disadvantaged youth in urban areas (Wisconsin State Census Bureau, 1980).

The cost to society, both in terms of expended resources and lost productivity, is enormous. Federal, state, and local funds are used to provide special education, vocational education, and vocational rehabilitation services for these youth. The federal cost of this support, alone, is estimated to exceed $2 billion annually (Social Security Administration, 1980).

Worker productivity is difficult to measure due to differences in local labor market conditions. However, lost productivity can be estimated by comparing prevailing rates for unemployed special needs youth with anticipated earnings for productive workers, as reported in states such as Oregon (Moran, 1981) and Minnesota (Liu, 1982). These data indicate that an additional $7.6 billion in personal income (using 1981 dollars) is lost each year because of those young adults with special needs who become tax burdens rather than taxpayers.

The following problem scenario highlights the "real life" impact of these national estimates of rising program costs and lost worker benefits for youth with special needs. Relate this problem to your local school district and the students you serve.

Problem Scenario 1: "School Board Meeting"

A school board member operated a small retail business in the community and had recently hired a young woman as a sales clerk. The woman had graduated from the local high school two years earlier. While in school, the woman had been enrolled in a special education class for learning-disabled students.

At a school board meeting, the board member complained that he had fired this former student because of her frequent tardiness in reporting to the store, her inability to follow directions and work independently without direct supervision, and her lack of social composure when interacting with customers. Moreover, the board member stated that this was the third unsuccessful instance in the last five years in placing a former special education student in a competitive job situation at his store. While the board member remained interested in helping graduates of the local high school to become independent young adults, he asked that the curriculum of related school programs be evaluated to determine if the existing vocational education program appropriately prepared special needs students for competitive employment and postschool careers.

In response to this request, the superintendent formed a committee to study the problem and recommend a solution. The committee was composed of the director of special education, two special education high school teachers, and the high school psychologist. The committee was charged with producing a plan to evaluate the strengths and weaknesses of vocational education among special education students and to decide whether an alternative curricular sequence designed to train competencies for competitive jobs was needed.

This school board meeting is hypothetical, but it realistically depicts common problems reported in public schools. Discuss with colleagues at your school some of the problems you might encounter in responding to similar requests made by school board members in your district. Evaluate your response.

What Others Have Done: Postschool Job Training

Federal Programs Sponsored

The Office of Special Education and Rehabilitation Services (OSERS, U.S. Department of Education) has sponsored a major initiative to help youth with special needs by building bridges of transit from school to work. The OSERS initiative features the following three types of employment-related services:

Transition Bridges

Generic Services

- Definition: Traditional employment training offered to individuals with and without disabilities
- Example: Trade

Time-Limited Services

- Definition: Specialized, brief, intensive care offered in response to a particular disability
- Example: Vocational

Ongoing Services

- Definition: Nontraditional employment training to prepare individuals with disabilities for competitive jobs
- Example: Supported Employment

The common element in all three transition bridges is the emphasis on employment as a primary outcome of the school-to-work transition. In fact, the OSERS initiative clearly states that each youth with special needs should receive proper training, as needed, to seek, secure, and maintain fully integrated employment in the community.

Other federal initiatives complement the OSERS effort. For example, both the Job Training Partnership Act (U.S. Congress, 1982) and Amendments to the Education for All Handicapped Children Act (U.S. Congress, 1983) authorize federal grants as incentives for the development of model programs of preparation for transition. Moreover, the Administration of Developmental Disabilities (ADD, U.S. Department of Health and Human Services) has made supported employment a federal priority (Elder, 1986). The ADD initiative shares with the OSERS model an emphasis on employment as the desired outcome of the special education/rehabilitative process for all handicapped persons.

The ADD initiative is distinguished in that it features paid work in integrated settings for severely handicapped adults irrespective of age. This form of supported employment highlights intensive and ongoing services, one of the three transition bridges in the OSERS model.

States Respond to Initiatives

Individual states have responded differently to these federal initiatives, but have generally emphasized interagency cooperation in order to coordinate transition-related care. Direct service links have been established between public high schools and state vocational rehabilitation offices in several states, namely, California, Illinois, Maine, Michigan, North Dakota, Oklahoma, South Carolina, and Vermont (Harold Russell Associates, 1988). State offices for special education and vocational education have been integrated in Wisconsin (Sherry and Gilles, 1987). The Wisconsin model also includes a specific effort to create job partnerships with industry (Grover, 1986).

These state-sponsored activities have expanded opportunities for youth with special needs to receive vocational counseling and work experience prior to leaving high school. They have also helped to create new options for competitive job placement and training during their young adult years. These efforts, however, appear to stop short of critically examining who is likely to benefit from the transition services that are currently available and why. That concern for individual differences, as it relates to programs that prepare students for transition, was specifically addressed in a longitudinal program of research at the University of Wisconsin-Madison.

U.W. Research Program: At-Risk and Retarded Youth Moving from School into the Community

The University of Wisconsin Family Research and Training Center based its longitudinal program of research on the concept of preventive education. Researchers tested the hypothesis that problems in both learning and behavioral development during the school years are predictors of adjustment difficulties after school which, in turn, lead to vocational rehabilitation referral. The research clearly demonstrated that potential problems among youth with special needs can be anticipated and effectively treated. When treated, the result is a significant increase in the skills required to appropriately move from school into the community.

The Wisconsin Research Program is called

STORRY, an acronym for Sequencing the Transition of At-Risk and Retarded Youth. STORRY was designed to investigate how to anticipate long-term problems in community integration for adolescents and young adults with special needs. Then, utilizing a model of preventive education, STORRY provided treated youth and their families with a sequence of public school-based activities that would increase the probability of success in securing stable jobs and attaining independence in the postschool community.

Figure 1.1 illustrates the model for preventive transition preparation as derived from the STORRY research program. At the top of the figure, under the heading of "Characteristics of Independent Young Adults," the coordinated investigations used to develop baseline research evidence are depicted.

General Adjustment, Psychosocial Competence, and Lifestyle Characteristics among youth at risk and their families were documented. The research strategy was initiated by developing these baseline data longitudinally, over time, for a succession of different groups of adolescents and young adults. These data showed quite clearly that such factors as antagonistic problem solving, poor personal social skills, and limited and poor quality of family support influenced rates of transition success. These factors, in effect, combined and acted as barriers to independence as much—or more so—than did the students' poor academic performance during high school.

The bottom half of Figure 1.1, under the heading of "School-Based Delivery System Techniques," illustrates the three preventive training strategies utilized by the STORRY Program.

School-to-family outreach provides training to parents to help them act as significant agents of support, thereby enhancing the impact of prescribed instruction at school and work.

Transition plan case management provides each treated student with a case coordinator who is responsible for prescribing the sequence of sociovocational instruction and counseling during high school and thereby broadening the continuum of available transition care.

Pre-employment experience and education derives sequences of training curriculum which focus specific skill repertoires (for example, work habits), which have parallel competencies along the developmental continuum, and which can be used to individually respond to particular transition needs.

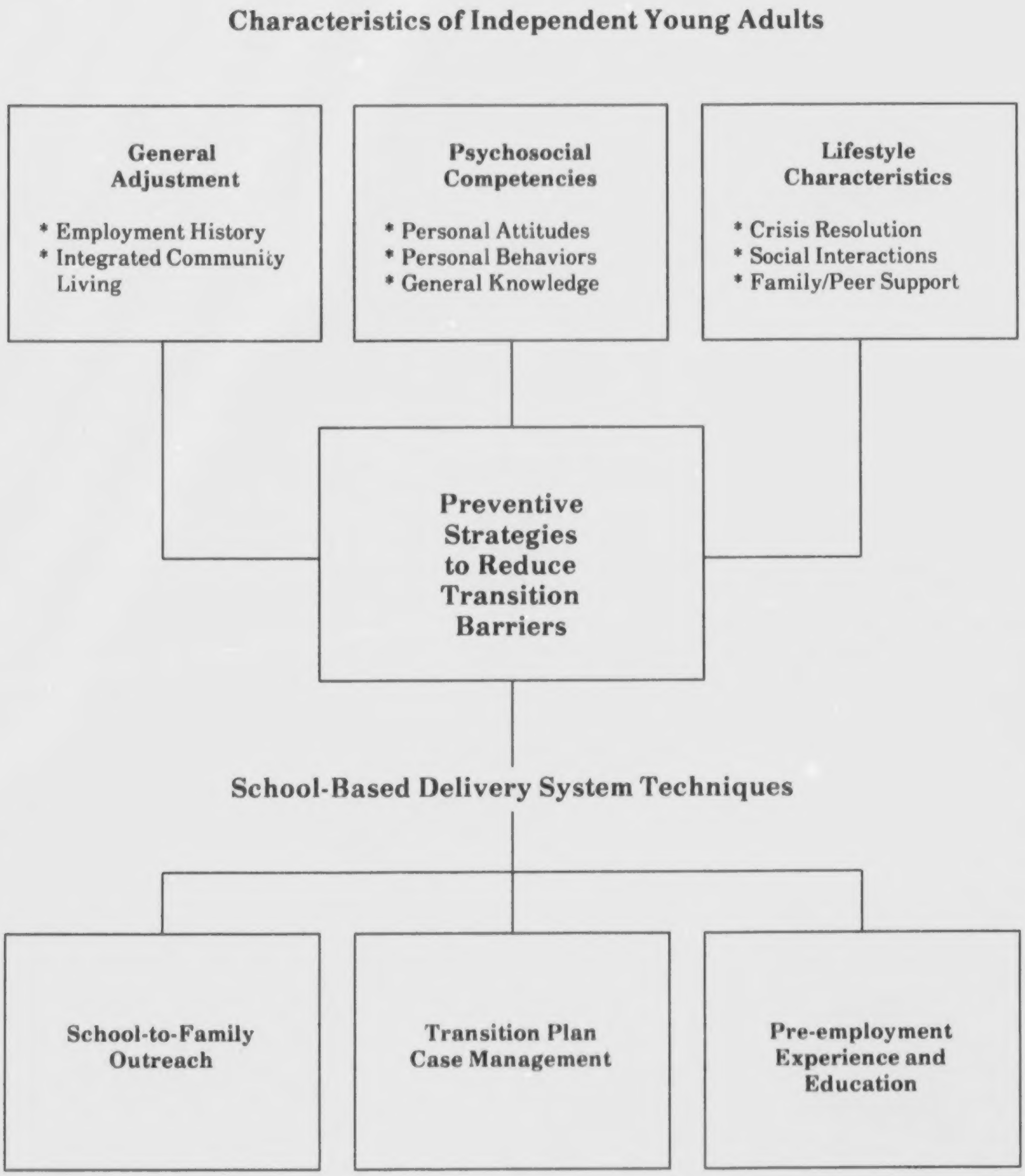
The effectiveness of these prescribed treatments was longitudinally evaluated. Significant improvement in sociovocational competence (personal attitudes, behavior, and general knowledge) was obtained for treated groups. Significant improvements in rates of postschool employment among treated high school graduates were also observed.

These results indicated that social and prevocational skill deficiencies which limit postschool success can be anticipated and significantly reduced through a preventive education program which prepares students for the transition. The treatment appears to be particularly appropriate for youth from high risk or problem families who report significantly less success in finding and keeping jobs and who have more problems in adjusting to the postschool community.

The University of Wisconsin Research Program outlines a proactive plan for preparing special needs students for postschool jobs before they leave high school. A way of introducing the plan, or a delivery system, is created to initiate a sequence of innovative psycho-educational and sociovocational technologies that support the school-to-work process. Preventive treatments are applied in order to eliminate, or at least to reduce, the need for vocational rehabilitation after the student leaves high school.

Figure 1.1

STORRY Model for Preventive Strategies to Reduce Transition Barriers


Characteristics of Independent Young Adults
General Adjustment
* Employment History
* Integrated Community Living
Psychosocial Competencies
* Personal Attitudes
* Personal Behaviors
* General Knowledge
Lifestyle Characteristics
* Crisis Resolution
* Social Interactions
* Family/Peer Support
Preventive Strategies to Reduce Transition Barriers
School-Based Delivery System Techniques
School-to-Family Outreach
Transition Plan Case Management
Pre-employment Experience and Education

Preventive Education: Developments in Family Outreach Planning

The Wisconsin approach to preventive education has several distinguishing features. Preventive education is flexible, enabling implementation in different school settings and with students experiencing different special needs. Costs are minimized because prevention-oriented strategies mainly use existing staff and resources. Furthermore, the University of Wisconsin Program provides for prescriptive evaluation of student progress so that the effectiveness of the program is both documented and serviceably related to curriculum development.

As part of the larger STORRY Research Program, three Wisconsin school districts: McFarland, Monroe, and Stoughton, have cooperated with the Wisconsin Family Research and Training Center in developing a preventive education model. The purpose of the research connected with this effort has been to determine the extent to which risk information relating to families influences the performance of students with special needs. Results generally indicate that special needs youth from families identified as high risk show declining performance through the public school years and have significantly more difficulty in postschool adjustment. The research further demonstrates that family outreach and parent training at home is an effective and efficient strategy to use to anticipate—and to prevent—problems in adjustment during school and in the community during young adult years.

The Wisconsin Program has now progressed to the point where information can be translated into effective prevention-oriented strategies for public school-based programs of family outreach and extramural parent training. Using this research as a base, a staff training model has been produced showing how to develop, implement, and manage a program of preventive education. This is a model program, meaning it can be replicated in any public school district.

▶ **Objective 1.1: To target existing school programs for family outreach support.**

Steps: *(See also exercise 1)*

(a) Establish the Wisconsin Department of Public Instruction's eight criteria as the basis for determining which students are "at-risk" in your district. (Public Law 1985 Wisconsin Act 29, Section 118.153. See p. 11.)

(b) Select a school program of your choice for at-risk problem students within your local school district.

(c) Organize available information on at-risk students who are potential candidates for outreach referral.

(d) Inventory the school records of each student, as needed, to complete the forms supplied in the back of this section.

(e) Discuss with your advisory board (as soon as it is formed) and interested school staff whether the families of these students should be targeted for outreach referral.

(f) Target additional school programs for students at risk when it is necessary and appropriate.

Figure 1.2 illustrates a three-factor model of preventive education as derived from the Wisconsin Research Program. The three factors are listed below:

Factor A: Target Service Populations
Factor B: Sequenced Delivery Strategies
Factor C: Recommended Instructional Curriculums

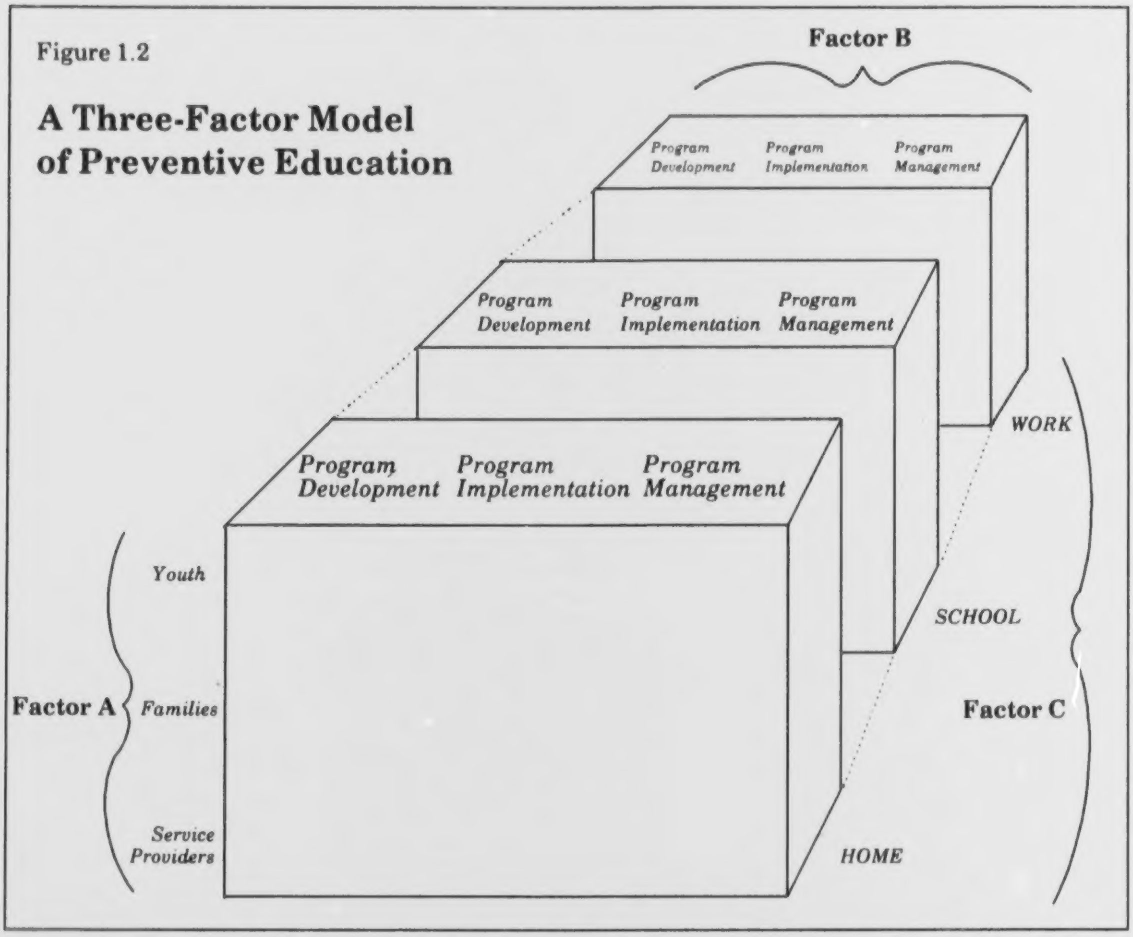
These three factors outline, in effect, an interrelated, multi-faceted strategy to attack major obstacles to public-school-based family outreach.

We recommend that you use this prevention-oriented strategy in your community. Details regarding the general strategy are provided herein as an outline of topics to be addressed in the remaining sections of this manual.

The Prevention Model's Factor A (Target Service Populations) comprises a general preventive education strategy for expanding the scope of available family outreach and related transition preparation activities in your community. Target *youth* can include both formerly identified students with special needs and unidentified students who are deemed at risk for postschool maladjustment. The process of developing an outreach program, as discussed in sections 2 and 3 of this manual, will help you decide which groups of youth to service in your community. Target *families* are identified, of course, with respect to target youth (children refer their families). However, we are further recommending that you consider families in the broad sense, to include not only parents, but also caretakers within the extended family—older siblings, aunts, uncles, grandparents, and even the family unit as a whole. Finally, target *service providers* refer to all public school staff, that is teachers, counselors, itinerant support personnel, prospective employers within the local community, and staff at other community-based service agencies and related postschool rehabilitation resources available in your community. The point is to target all organizations and individuals in your community who could potentially provide transition support to target youth.

Figure 1.2

A Three-Factor Model of Preventive Education


Factor B
Program Development
Program Implementation
Program Management
Program Development
Program Implementation
Program Management
Program Development
Program Implementation
Program Management
Factor A
Youth
Families
Service Providers
WORK
SCHOOL
HOME
Factor C

The Prevention Model's Factor B outlines generally a diagnostic-prescriptive strategy for sequencing family outreach services preventively, that is, just before, during, and just after postschool-to-work movement. Factor B identifies specific programming goals to address three interrelated issues of delivery system concern, namely issues of program development, program implementation, and program management. These six programming goals are presented below, defined, and indexed to sections in this manual where each respective topic is discussed in detail.

Factor B Delivery Concerns

	Manual Section
Program Development	
Goal 1: Needs survey of former students which provides a justification for family outreach based on evaluation of current program success.	2
Goal 2: Screening of target youth and families to help you decide who to refer for further diagnosis and possible program placement.	3
Program Implementation	
Goal 1: Assessment of referred youth and families to determine the most appropriate service option for individual youth with special needs.	4
Goal 2: Treatment of placed youth and families which provides coordinated instructional sequences at home and school.	4
Program Management	
Goal 1: Evaluation of the effectiveness of prescribed treatment which monitors need for re-diagnosis and treatment modification.	4
Goal 2: Follow-up of treated youth and families which provides administrators with a basis for projecting future program costs and benefits.	4

These specific programming goals are designed to effectively and efficiently address particular obstacles to family outreach programs in your community.

Finally, within the overall preventive education model, Factors A and B outline the parameters of Factor C (Recommended Instructional Curriculum). This point is illustrated in the the following matrix (see table 1.1). This matrix depicts how the model of preventive education becomes a viable delivery system option. In other words, preventive instructional curriculum refers to who will receive services and how these services will be sequenced for delivery.

The curriculum content for a preventive education model is "research driven," research results are the basis for deriving recommended curricular sequences. As discussed earlier in this section and as illustrated in figures 1.1 and 1.2, the STORRY Research Program investigated preventive education strategies in support of transition at home, school, and work.

Table 1.2 lists outreach program activities for preventive education strategies. Note that the parameters of the projection correspond directly to the components of Factors A and B within the overall model of preventive education. Thus, table 1.2 summarizes recommended instructional curriculum to complete the matrix of required activities for model replication at home. The contents of table 1.2 are brief summaries of information which have been translated from findings of the University of Wisconsin Research Program into recommended delivery system practices. Each subsequent section of this manual takes a particular column of information as summarized in table 1.2 and outlines a practical sequence of steps to achieve specific outreach program goals in your community. These required steps for outreach program development, implementation, and management are, themselves, discussed in the context of what other researchers have done and what the Wisconsin Program has found. This is also the base of information needed to implement a program of family outreach in different communities.

In conclusion, we believe that STORRY research information on the instructional needs of families and children in Wisconsin schools can become the basis upon which to build a model of preventive education. Such a model, in turn, would individually diagnose and prescribe the mix, duration, and intensity of transition preparation as required by youth with special needs prior to their leaving secondary school.

Table 1.1

Recommended Strategies of Preventively Sequenced Strategies

Factor B

			Program Development		*Program Implementation*		*Program Management*	
			needs	screen	assess	treat	evaluate	follow-up
Factor A	*Families*	Family Unit						
		Family Caretakers						
	Youth	High School Students						
		Public School Staff						
	Service Providers	Local Employers						
		Community Services						

Table 1.2

Preventive Education Programming Strategies

	Family Unit	High School Student	Public School Staff	Community Rehabilitation Resources and Agencies
Needs	Crises constantly disrupt home life.	Eighty percent of the handicapped do not make adequate school-to-work transitions.	Unable to provide legally mandated vocational education services due to inadequate resources.	Services inaccessible due to personal and motivational components of behavior by which access is initiated.
Screening	Differentiate family need through profiles which measure strengths and weaknesses within the family process.	Differentiate adjustment potential by evaluating strengths and weaknesses of individual learning processes and styles.	Determine the appropriateness of the target high school's vocational and regular education program for use by special education students.	Determine extent and appropriateness of available rehabilitation services both locally and within the state DVR system, as well as approach local business employers regarding project participation
Assessment	Determine degree of family commitment, consensus on future goals, adequacy of financial resources, and quality of interpersonal communication across individual family members.	Determine baseline of cognitive performance skills, attitudes, self-concept, and employment awareness.	Identify mainstreaming options within the target high school's vocational and regular education program for placement of special education students.	Identify administrative possibilities for increasing interagency linkage and communication among state DVR, regular education and vocational education, special education professionals, and between the public schools and potential employers of handicapped youth.
Direct Training	Reduce tendency of crises to disrupt the family home through advocacy and referral efforts.	Upgrade employability potential through implementation of the proposed socio-vocational education curriculum.	Provide inservice training for special education teachers regarding implementation of the proposed socio-vocational education curriculum.	Eliminate gaps and duplication in available rehabilitation services, as well as promoting public school ties to potential employers of handicapped youth.
Follow-up	Evaluate maintenance of family's ability to interact effectively with personal and social worlds both inside and outside the home.	Evaluate generalization of vocational, decision-making, and personal and social interaction skills as measures of personal adjustment to minimal school and community performance standards.	Disseminate information concerning the appropriateness of sociovocational education to other state rehabilitation teachers and counselors working with handicapped youth.	Promote communication among rehabilitation teachers and professionals and local business employers necessary to ease school-to-work transition difficulties.

Exercise 1

Instructions: Before we ask you to begin working with the objectives in this section, it is important to establish the criteria used to define which students are "at-risk" for post-school difficulties . . . and why. We use the criteria set down by the Wisconsin Department of Public Instruction, in accordance with Public Law 1985 Wisconsin Act 29, Section 118.153:

1. One or more years below expected reading/math skill level
2. Three or more credits behind expected grade level
3. Chronic truants
4. Teenage parents
5. Adjudicated delinquents
6. Economically or culturally disadvantaged
7. Personal or family substance abuse problems
8. Family trauma, for example, physical, sexual, or emotional abuse

Students at risk for postschool adjustment problems, in general, include children who experience various mild learning and behavioral difficulties which interfere with their academic progress during their public school years.

School-related adjustment problems, in turn often lead to problems in seeking, securing, and maintaining a job during post-school transition years.

▶ Objective 1.1: To target existing school programs for family outreach support.

The following checklist is provided to assist you in completing the objective set forth in this section. It is also your index to the forms we have provided for you to copy and use as needed.

Steps to Accomplish Objective	Forms Included (title and page no.)	Date Completed
(a) Establish the Wisconsin Department of Public Instruction's eight criteria as your basis for determining which students are "at risk" in your district.	(See instructions above and Appendix B.)	
(b) Select a school program of your choice for at-risk problem students within your local school district.		
(c) Organize available information on at-risk students who are potential candidates for outreach referral.	List of candidates for Outreach Referral. (p. 12)	
(d) Inventory the school records of each student, as needed, to complete the forms supplied in the back of this section.	Identifying "At-Risk" characteristics. (p. 13)	
(e) Discuss with your advisory board (as soon as it is formed) and interested school staff whether the families of these students should be targeted for outreach referral.		
(f) Target additional school programs for students at risk when it is necessary and appropriate.		

Exercise 1, Objective 1.1(c)

Candidates for Outreach Referral

Purpose of Program		Age Range Youngest Oldest
Student's First Name	Reasons for Placement	School Record Evidence to Support Placement
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

Identifying "At Risk" Characteristics

A. Count the frequency of "at-risk" characteristics for students in this program.

Frequency

a. Poor reading/math skills .... ____

b. Credit deficient .... ____

c. Chronic truants .... ____

d. Teenage parents .... ____

Frequency

e. Adjudicated delinquents .... ____

f. Disadvantaged .... ____

g. Substance abuse .... ____

h. Family trauma .... ____

B. Count the frequency of school record evidence to support placement of students in this program.

Frequency

a. Poor reading/math skills .... ____

b. Credit deficient .... ____

c. Chronic truants .... ____

d. Teenage parents .... ____

Frequency

e. Adjudicated delinquents .... ____

f. Disadvantaged .... ____

g. Substance abuse .... ____

h. Family trauma .... ____

Share your answers to this first exercise with other interested staff members at your school. Use this information to begin a discussion of why vocational education is needed and who might benefit from a program of school-based family outreach in your community.

2

Program Need and Development

Overview

This section of the manual overviews the need for public-school-based outreach and the training of parents with special needs youth. The problem of developmentally related handicaps is discussed in the context of planning a vocational training curriculum. Also, previous postschool follow-ups, both in Wisconsin and nationally, are critically reviewed. The Wisconsin model for preventive education through anticipation of postschool maladjustment is then outlined and discussed as a strategy to guide schools in their efforts to increase parent involvement in their students' vocational training.

Key Words

School-to-Work Transition is the process whereby all adolescents—including those with special needs and their handicapped peers—are challenged to complete their education and then seek, secure, and maintain stable employment sufficient to initiate their independence as young adults.

Underemployment is a job history which generally comprises low-paying, entry-level positions—often for seasonal or part-time work. Underemployment is especially characteristic of many youth with special needs who try, but fail, to find appropriate postschool jobs.

Sociovocational Support Behaviors are personal attitudes of self-confidence, competence at managing one's personal behavior, and general knowledge of independent adult living skills. The University of Wisconsin Research Program found that sociovocational support behaviors were better predicators of postschool employment success than traditional academic measures of cognitive, reading, and mathematics skills.

Consult glossary (Appendix B) for more definitions.

Underemployment and Failed Expectations for Postschool Life

The primary focus of this section of the manual is on the postsecondary school transition period. This period consists of the time span just before and immediately following high school graduation or exit, including high school dropouts. It is a time during which all adolescents—students with special needs and their regular education (nonhandicapped) peers alike—experience some difficulty in achieving the needed adult competencies for work and independent living (Will, 1984). However, for the adolescent who has experienced a history of academic failure during his or her 12 years of public schooling, the transition period can present serious challenges to vocational success and related community adjustment (Garber, 1980).

The reality of postschool-to-work transition is that, at present, most individuals who leave special school programs fail to attain appropriate independence as adults. The problem for many is not that they do not want to work, but rather that they cannot secure and maintain long-term competitive jobs. Furthermore, upon leaving high school, their primary problem is no longer recognized as a special need, for example, handicaps of mental retardation, learning disabilities, or emotional disturbances. Instead, youth with special needs are classified as chronically unemployed, a welfare case, or criminally delinquent, often for drug or alcohol-related offenses.

The following scenario presents the problem of underemployment and failed expectations for postschool life as experienced by Sam, a 20-year-old youth. Sam is, of course, a fictitious character, but his problem is a composite of experiences as described by young men and women who participated in the University of Wisconsin Research Program.

Consider Sam's problem and evaluate whether or not this youth is typical of some former students in your district.

Problem Scenario 2: "Sam"

Sam is a 20-year-old youth who was formerly enrolled in both special education and vocational education classes. He "dropped out" of high school when he turned 16. While in school, Sam complained that the special education courses were "too easy," that his teachers "babied" him, and further, that the vocational education courses did not teach him about "real jobs in the real world." Sam's mother tried to convince him to remain in school, but his father said that the family needed money and that it was time for Sam to find a job. Sam dropped out of school two days after his sixteenth birthday.

For the first four months after dropping out of high school, Sam was employed. It was summertime and Sam found work as a laborer on a local farm. He earned $6 per hour for full-time work (40 hours per week). However, Sam was laid off in the fall. He was unable to find any job for the next eight months. He lived at home. He looked for work once or twice a month, but he was unable to find a job because he lacked a high school diploma.

The next three years followed a similar pattern. Sam would occasionally find seasonal work. But these jobs were mainly part-time (15 to 20 hours per week) and generally paid only minimum wage. He once tried to pass his high school equivalency (G.E.D.) exam, but failed. He tried twice to move out of his parents' home into his own apartment, but he lacked sufficient money to pay his bills and was forced to return home. On his twentieth birthday Sam felt alone, angry, and frustrated by what had happened to him after dropping out of high school.

Sam's problem illustrates what the University of Wisconsin Research Program shows, which is too few schools have developed effective and efficient programs of vocational training for youth with special needs.

Do you recognize "Sam" in some of the students who have dropped out of your high school? Analyze and evaluate the vocational education programs in your high school in relation to their effectiveness in training special needs students for those "real life experiences" that they are going to encounter when they leave high school.

Our understanding of vocational problems among such youth is generally restricted to information that is available from standard case records on school performance. There is usually little attempt at personal follow-up and family interviews which could reveal the source of the problem and possibly provide insight as to how to solve it. What personal follow-up techniques are used in your school district? How could these be improved?

Researchers need to address this methodically. School and agency practitioners need to coordinate the flow of available transition information on the local community level. Until such efforts are combined, attempts to provide vocational training for youth with special needs and to initiate their independence as young adults will continue to be seriously misled. List the specific efforts you could make to better coordinate transition information in your community, and suggest ways that other school and local agency personnel might help.

What Others Have Done: Surveys of Postschool Adjustment Status

The tenth anniversary of the passage of the Education For All Handicapped Children Act (PL 94-142) was marked in 1985. This date sparked renewed interest in researching post-

24

school adjustment. In particular, a number of recent studies have targeted rosters of former students of special education, or other "special help" secondary school programs, for follow-up interviews. The investigations were intended to provide information on the employment status of youth who were classified as having special needs and deemed at risk during their public school years. Given the time frame for PL 94-142, these same youth had experienced—and possibly benefited from—the federal legislation. Thus, this wave of postschool adjustment research provides an interim evaluation of the effectiveness of the federal initiative to modify the delivery system of exceptional education.

Community Status of Former Students Researched

Research studies have surveyed the community status attained by former students in order to ascertain reasons for postschool difficulties in adjustment. Factors typically analyzed include the personal characteristics of the young adult, for example, his or her cognitive competence, the lifestyle characteristics of the individual and the postschool employment histories of family members, as well as community characteristics, for example, local job markets. This body of research shares a common concern for understanding, the factors of which either compromise transition outcomes or are potentially crucial to adjustment during the postsecondary years.

Personal characteristics related to general adjustment among mentally retarded adults have been studied by such authors as Dinger (1961), McFall (1966), Mahoney (1976), and Peterson and Smith (1960). These studies used anecdotal recordings of personal events experienced by severely or moderately handicapped persons residing in a particular local community to demonstrate diversity among handicapped young adult populations. For example, these investigations showed that mentally retarded young adults exhibited great differences in tested IQ scores. However, these cognitive differences were not necessarily relevant to predicting either vocational potential (Flynn, 1980), or postschool rehabilitation treatment outcomes (Butler and Browning, 1974).

Assessments Made

Evaluations which feature assessments of an individual's current psychological or social status often presume, incorrectly, that problems in adaptive behavior, for example, a poor or unstable work history, occur only upon leaving school. On the contrary, such adaptive behavior problems seem to be precipitated by demands associated with independently seeking employment or forming personal social relationships (Schloss, 1984). The origin of the problem lies elsewhere, namely in those antecedent experiences which constitute the developmental history of the handicapped individual (Richardson, 1978).

Many handicapped students exhibit negative and inappropriate social-emotional behaviors while in the public schools (Bryan, 1978), yet no curricular, or other form of extramural programming, addresses this crucial area of behavior (Goldstein, Sprafkin, Gershaw and Klein, 1980). In many instances, postschool adaptive behavior problems could have been rectified earlier (Gresham, 1981), or even prevented in school (Cowen, 1977), if there had been greater instructional emphasis on teaching appropriate social and related vocational behaviors.

Lifestyle Characteristics Analyzed

Surveys of lifestyle characteristics among youth with special needs and their families have been reported in California (Semmel, Cosden, and Konopak, 1985), Colorado (Mithaug, Horiuchi, and Fanning, 1985), Florida (Fardig, Algozzine, Schwartz, Hensel, and Westling, 1985), Vermont (Hasazi, Gordon, and Roe, 1985) and Virginia (Wehman, Kregel and Seyfarth, 1985). These investigations reported high rates of unemployment or seasonal underemployment among former students. The authors further state that those who found work did so through a "family-and-friends" network rather than relying on community-based vocational services. Findings also indicated that postschool job placements are not stable. The frequency of job changes was especially marked among youth with mild learning and/or behavioral problems.

Interagency Cooperation Needed

It appears, therefore, that instances of successful postschool transits are often influenced by factors which are largely outside the local community's social services delivery system. At present, there is little or no communication between local public schools and appropriate rehabilitation agencies (Davis and Ward, 1978). The lack of interagency cooperation prevents appropriate structuring of postschool experiences for youth with special needs (Brewer and Kakalik, 1979). On the other hand, many families are unable to provide the social support and vocational counseling which many young adults need (Nihira, Mink, and Meyers, 1984). Thus, given already existing deficits in social competencies (Rutter and Madge, 1976), there is further erosion of behavior among youth with special needs because of an inadequate social support network (Marjoribanks, 1979). Therefore, as Clarke (1980) has argued, "chance," or fortuitous factors, for example, marriage to a more competent spouse, or coincidental family friendship with a local business employer, often influences successful postschool adjustment more than the local service delivery system.

Transition Investigated

The influence of local community factors on transition success has also been widely investigated. For example, various forms of pre-employment experience, including public school work-study programs, has been studied in California by Howe (1967), in Kansas by Chaffin, Spellman, Regan, and Davison (1971), and in Texas by Strickland and Arrell (1967). These studies demonstrated that vocational education increases postschool employment opportunities for adolescents with special needs. Halpern (1974) analyzed the effect of local job markets in Oregon and found that with proper training, youth with special needs can secure employment even if the community's economic outlook is poor. More recently, Halpern (1986) examined a broad range of local community factors in a five state region (Washington, Oregon, California, Colorado, and Utah). He confirmed that young adult status depends not only upon the personal characteristics of the individual, but also on the type and quality of available training and such community factors as attitudes toward handicapped persons and prevailing economic conditions.

Research on local community factors illustrates both the importance of well-structured and focused vocational training programs and the fallacy of using unemployment as the primary index of failed community adjustment. Transition programs which vary treatment in response to the characteristics of the individual, as well as the particular circumstances in the target geographic area, appear to be the most successful (Brolin, 1982). At the same time, because local economic influences can be pervasive (Bureau for the Education of the Handicapped, 1976), unemployment problems are complex and include the unavailability, or unacceptability, of jobs as much as the extent of competitive job skills, for example, social and vocational competence, among potential employees (Ginzberg, 1980).

Poor work habits, and inadequate social skills among youth with special needs, rather than technical skill deficiencies, often prevent job placement and retention (LaGreca, Stone, and Bell, 1982). Many adolescents leave school lacking fundamental social and interpersonal skills (Reiter and Levi, 1980). Long delays in gaining employment and successive failure experiences with short-term jobs not only aggravate fragile social and emotional behaviors among young adults, but also literally act to sabotage postschool rehabilitation programs (Rusch and Mithaug, 1980). As delays in finding a postschool job increase, there is increasing opportunity for the student to unlearn appropriate work and social skills and, instead, begin to exhibit maladaptive behaviors while dissipating whatever positive motivational energies did exist at the time of school discharge (Ginzberg and Vojta, 1981).

Summary

A picture concerning the nature of postschool social and vocational incompetency has begun to emerge from the research on transition outcomes. A few attain satisfactory postschool community adjustments. However, for most, the transition is difficult, if not impossible (Wehman, Kregel, and Barcus, 1985). Youth with special needs too often leave the public schools unprepared and with already low social and prevocational skills (Horn, O'Donnell, and Vitulano, 1983). These skill deficits slow the transition process (Stanfield, 1973). Inadequately prepared to begin their adult lives, many young adults experience frustration and anxiety resulting from unsuccessful attempts to achieve vocational competency and independent living status (Bruininks, 1986). In fact, youth with special needs are most likely to suffer from unstable economic situations and seasonal employment (Hasazi, Gordon, Roe, 1985), from extended socioemotional dependence on family and friends (Wehman, Kregel, and Barcus, 1985), and particularly from a prolonged need for subsistence support from the state's public system of social services (Schalock and Lilley, 1986).

U.W. Research Program: A Study of Factors Influencing Postschool Maladjustment

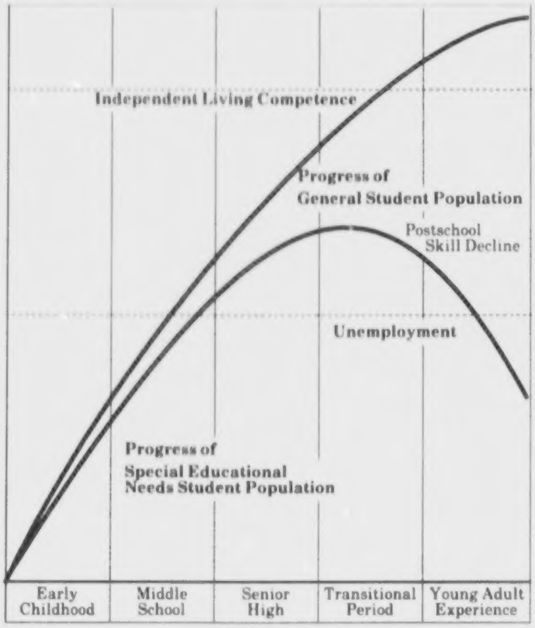
The University of Wisconsin Research Program studied factors which influence postschool maladjustment by investigating problems of growth for youth classified as having special needs (or identified as at-risk) and their families. Studies began by conceptualizing postschool adjustment outcomes. In particular, researchers hypothesized that failure to find work after high school caused a delay in securing appropriate young adult status. This, in turn, triggered a cycle of underemployment which dominated the postschool transition years.

"Time Delay" Studied

A concept that a postschool time delay in securing satisfactory community adjustment aggravates—or even causes—the erosion of already low sociovocational behaviors was adopted from Ginzberg (1980; Ginzberg and Vojta, 1981). Delay refers to the time youth with special needs take to find a stable and satisfactory postschool work placement as compared to nonhandicapped individuals. The longer the delay, the more difficult it is to find a job because of increasingly negative behaviors which impede the employment securing process.

Evidence over the last three decades indicates that it is difficult for *all* adolescents and young adults to find work, not just those with special needs. Among the reasons for this difficulty, Ginzberg (1980) cites, is the shift of the American economy to service production, "fast food" jobs, poor preparation for work, lack of family support, employer discrimination, and the relocation of manufacturing jobs. These shifts in emphasis toward the service sector increase the competition for youth with special needs in what is already a difficult marketplace. As a result, according to Ginzberg (1980), many at-risk and minority youth are now asking, "Why bother? Society has no place for us."

Figure 2.1 shows the effect of the time delay hypothesis. Note: a) that skill discrepancies between special needs students and the general population begin early in development, b) that nonhandicapped students normally achieve independent competence at, or shortly after, high school graduation, but c) that postschool declines of social and prevocational competencies effectively "sentence" students with special needs to unemployment and related vocational failures as young adults. Therefore, it is crucial that this time delay be shortened either through improved school-based programs which anticipate postsecondary problems . . . or through community support of postschool rehabilitation programs which address specific needs for transition training.



A series of postschool follow-up studies were conducted in order to test the "time delay" hypothesis. Target youth and their families were individually interviewed and tested in a variety of environmental situations (at home, at school, at work). Traditional measures of adjustment outcome, for example, employment status, were broadened to better anticipate factors influencing postschool social and vocational competency. General adjustment and lifestyle characteristics were examined for a cohort of 150 youth with mild learning and behavioral handicaps. These adolescents and young adults (18 to 24 years) were all formerly enrolled in special education or other compensatory high school programs. They exited Wisconsin public high schools between 1978 and 1987.

At the time of the survey, approximately one-third of these former students held a competitive job and were paid a self-sufficient wage. About two-thirds of the sample were either unemployed or underemployed, primarily at seasonal jobs (summers and holidays). These observed rates of postschool employment success are consistent with other state estimates, including California, Colorado, Florida, Maryland, Nebraska, Vermont, Virginia, and Washington.

Follow-up Data Analyzed

Follow-up assessments to the survey interview were possible for a subgroup of 75 target youth. Their mothers were also interviewed. Follow-up surveys were conducted in the family home during individualized sessions. These data were analyzed with respect to antecedent histories of postschool maladjustment. There were three basic findings:

- There were no significant differences in school records, such as IQ test scores, reading and math deviations, between employed and unemployed former students. In fact, only a small portion of the explained variance in measures of postschool job success was related to IQ and other school records data. There were, however, significant between-group differences in sociovocational competence, that is personal attitudes, behavior, and general knowledge. When traditional measures of rehabilitation, status, and potential are broadened, the data clearly reveal that "the carry-over effect" from special academic programs at school is minimal and that preparation for postschool jobs is inadequate.
- Deficits in sociovocational skills were observed prior to high school exit. Youth between middle school and young adulthood showed significantly depressed general knowledge, negative self-image, and poor behavior management skills, with little sustained skill development. In each of these performance areas youth identified as at-risk, or with special needs, showed not only no growth, but in many instances, deteriorating performance throughout school. Furthermore, there was a significant decline in these competencies after school exit, especially among youth reporting many problems at home. These data indicated that transition preparation needs to begin earlier than high school and that the curriculum be broadened beyond academics.
- Important differences were observed in the willingness and competence of parents to support their offsprings' vocational aspirations. Students of families unable or unwilling to support performance showed particular weakness and more performance decay over time. Profiles of family characteristics were predictive of postschool adjustment outcomes. Family characteristics, such as providing an organized home environment, encouraging offspring independence without excessive parental control, and promoting school achievement or other goal-oriented activities seem to be especially important. These data suggest the need to create a substantial and cooperative partnership with families during the high school years.

From this initial research effort, it was confirmed that adaptive behavior problems are not caused by the general community experience after leaving school. Rather it appears that unique situations reveal "pre-existing" deficiencies in skills which are requisite to postschool success. Moreover, it is believed that this research can become the basis for developing preventive strategies to sequence vocational training on behalf of special needs youth.

Results from the University of Wisconsin Research Program indicate that youth with special needs who are referred to the postschool rehabilitation system are by no means "typical" of the local community's general handicapped population. Rehabilitation clients are filtered through an array of referral sources, each of which has its own restrictive criteria for service eligibility. Many young adults with special needs appear on rosters of agencies that identify them for reasons other than their primary disability, for example, AFDC, welfare, or criminal offenses. Traditional evaluations feature assessments on the client's psychological and social status, but inadequately regard antecedent histories, or the extent of social support.

The point is that the origin of the problem lies elsewhere; it lies in those antecedent experiences which constitute the developmental history of a youth experiencing a vocationally disabling condition due to mild learning and behavioral problems. Consequently, such referrals to vocational rehabilitation after high school are often unexpected and, when aggregated, are considered disproportionately excessive as compared to roster projections from schools and other agencies.

Many sources are to blame for the dilemma of the special needs youth who cannot find jobs after leaving high school, including the special class program itself, and the postschool rehabilitation delivery system. But, actually, little comprehensive information has been available on the process of adjustment. Proper understanding of this process requires consideration of the individual's developmental life experiences as well as the appropriateness of variations in school and community programming (Zigler, Balla, and Hodapp, 1984).

A postschool follow-up survey of former students in your district is an important step toward addressing this problem.

Preventive Education Model: Objectives to Guide You in Starting Your Program

Students, families, teachers, prospective employers, and taxpayers within the local community will all want to know **why** your district should spend time, energy, and money on an outreach program. Failure to properly address this question can undermine your program before it begins. Public school districts must begin to develop this outreach to families with special needs youth by first documenting the need for the program itself.

A follow-up survey of former students can help your district develop and justify a family outreach program which anticipates future adjustment problems among current students.

Who succeeds vocationally after high school? Who fails to achieve postschool vocational success? What sequence of vocational education courses—if any—did these successful and unsuccessful youth take during high school? Answers to these questions can provide the basis for documenting the need for a program of family outreach. This information can help your district decide where to start in asking parents to help improve educational programs for youth with special needs in your community.

▶ Objective 2.1: To establish local guidelines for participations in outreach activities.

Steps: *(See also exercise 2)*

- **(a)** Form an advisory committee.
- **(b)** Identify safeguards for voluntary participation.
- **(c)** Identify safeguards for confidential participation.
- **(d)** Provide school inservice regarding program guidelines.
- **(e)** Publicize program guidelines in your community.

Many families and teachers resist when public schools are asked to help solve large scale problems within society, for example, high rates of unemployment. Some people seem to be saying that the school's job is only education. Therefore, it is important to develop community-wide consensus and commitment to the goals of your family outreach program. You can begin this process by forming an advisory committee so that different people can contribute their ideas about program participation.

The advisory committee for the outreach program should be small enough to be manageable, yet large enough to be representative of diverse constituencies in your community. A committee with six to eight members is probably sufficient. It is important to include one family representative, perhaps a concerned parent with a special needs child, and local employers or city government officials. School staff representatives could include members of the superintendent's staff (director of special education, a high school principal, or vice principal, school psychologist, counselor) and teachers from different academic disciplines (vocational education, regular education, or special education). Decide on the final make-up of the advisory committee as appropriate to the circumstances and needs of your district.

One of the first jobs your advisory committee will have is to identify district standards for participation in the program. Parents with special needs youth may be socially isolated from extended family members, friends and neighbors. This isolation can create psychological barriers which make parents fearful of any school contact. For this reason, it is crucial that your committee establish standard guidelines to ensure that family participation in any outreach activity is both **voluntary** and **confidential**. As appropriate, these guidelines can be formally written and publicized.

Two strategies are recommended which will help publicize the work of your advisory committee, in particular, and of the outreach program, in general.

- It may be helpful to conduct a series of staff inservice workshops to debate and resolve the need for a program of family outreach in your school. Organizing a forum for direct teacher input and comment is a good strategy to use to avoid future problems of program implementation, such as lack of support when teachers are asked to assess the adjustment potential of target children.
- It is also helpful to inform the community-at-large. Local newspaper advertisements, school board, or chamber of commerce presentations, flyers to parents, and meetings with local service clubs or business groups are all good strategies to help "get the word out" about your program.

Objective 2.2: To recruit, hire, and train paraprofessional staff to provide the prescribed outreach activities which include home visits.

Steps: *(See also exercise 2)*

(a) Define the job responsibilities of the "home visitors" staff.
(b) Identify required and preferred previous experience.
(c) Advertise the staff positions locally.
(d) Screen, hire, and list paraprofessional staff.
(e) Provide inservice training of new staff.
(f) Periodically evaluate the staff and their inservice needs.

Discuss with members of your advisory board, and other interested school staff, the qualities you want in your home visitor staff. Keep in mind the job that needs to be done and the activities, skills, and knowledge required to provide family outreach. Look for a staff with varied job histories and personal experiences. This will help you appropriately match a home visitor with each family referred to your outreach program.

The recruitment and selection of the home visitor staff can follow a three-step process. First, place an advertisement in the local newspaper. State that the job responsibilities will include providing school-based family support activities, as well as interviewing students, parents, and teachers. The prospective home visitors should also be energetic, self-starting individuals.

Objective 2.3: To compile rosters of former students with special needs.

Steps: *(See also exercise 2)*

(a) Identify all former students who exited within five years.
(b) Compile background information on each youth.
(c) Summarize available school records.
(d) Construct a family tree of former students.
(e) Obtain current addresses and phone numbers of former students.

The purpose of this objective is to ensure that the postschool survey targets a representative group of former students for follow-up interviews. Using each category of special need, that is, handicapped, disadvantaged, or single parent, include, in your Interview List (Step (a) above) **all** students who exited your high school within the last five years. It may be necessary to use multiple sources to compile this list, for example, review central office files, check old class rosters, and ask both classroom and itinerant teachers. Names obtained from these multiple sources should be cross-referenced to make sure the final list is complete. It is often helpful to begin with the most recent school year and then work backwards—one year at a time—over the last five years.

To complete the remaining steps for objective 2.3, it will be necessary to list all of the required information.

Background Information. Step (b), should include the target youth's name, his or her family name (if different), date of birth, year of high school exit, and whether or not the youth graduated from high school.

School Records Information. Step (c), should be summarized and may include the youth's school classification (EMR, LD, ED, at-risk) grade point average, cognitive (IQ), and reading and math (grade equivalent) test scores.

Family Trees. Step (d), can be easily constructed for all target youth by using background information. These will provide a ready reference to intrafamily relationships.

Current Addresses and Phone Numbers. Step (e), should be compiled, then updated frequently. These should be available to the staff in a form that will allow quick access. *(Summary forms which can be copied for use in compiling all of the above information are provided in exercise 2 at the end of this section.)*

Most parents and youth will question why they are being asked to complete a postschool survey. A straightforward answer is to state that *all* former students are being contacted. There is a reservoir of good will toward public schools in most communities. You can build on these feelings of community spirit when asking parents to cooperate in the survey. Families, of course, have the right to refuse to participate, but many parents and youth will cooperate if they know they are not being singled out.

Objective 2.4: To conduct the postschool follow-up survey.

Steps: *(See also exercise 2)*

(a) Schedule the interviews for each former student.

(b) Produce master and multiple copies of *Former Student Interview Booklet*.

(c) Complete the interview for each target youth.

(d) Review and clarify responses to each interview question.

Exercise 2 at the end of this section provides an example of the required *Former Student Interview Booklet*. Survey questions are derived from a longer interview form used in the University of Wisconsin Research Program. Along with the information you gathered for objective 2.3 (c), (d), and (e) these recommended questions will provide you with information on the school history and employment history of each former student targeted for follow-up interviews. The interview may be conducted over the phone or in person. Local businesses and school support groups may provide some incentives, perhaps a pizza coupon, for youth who participate.

Objective 2.5: To analyze survey information regarding postschool adjustment status.

Steps: *(See also exercise 2)*

(a) Compute "Percent of Time Employed" Profile (Sheet A) for each youth.

(b) Divide all youth interviewed into three subgroups of workers (Group A: Employed, Group B: Underemployed, Group C: Unemployed).

(c) Complete the four remaining Former Students Profile Sheets.

(d) Grade the performance of each subgroup on each sheet.

(e) Present a summary of survey findings to the advisory committee.

Because youth with special needs are often underemployed in seasonal and part-time work, it is useful to calculate the percentage of time (number of months) they are employed after high school in order to evaluate their postschool status. Accordingly, it is useful to divide your total group into three subgroups of youth who were *generally unemployed* (0 to 9 percent time employed); *underemployed* (10 to 14 percent time employed); and *generally employed* (50 to 100 percent time employed). Exercise 2 provides directions to make the required calculations. It also provides five Profile Sheets for your use in evaluating the community adjustment success of your targeted former students.

In conclusion, the need for the provision of a "continuum of transition services" to youth with special needs and their families will become evident to you as you complete these exercises. Students, parents, and teachers can learn to work together in support of a joint and coordinated local community effort to prepare handicapped youth for vocational success and independence as young adults.

Such community-based services clearly require local program planning which adopts the prevention view. As a part of this program, the research you conduct in your local community offers a practical first step toward developing the broad range of individualized support services needed by families with special needs, mildly handicapped, and at-risk youth.

Exercise 2

Instructions: Exercise 2 addresses issues of program development by outlining how to conduct a follow-up survey of former students with special needs. The problem of Sam, as illustrated in the scenario at the beginning of this section, is featured. This exercise will help you to document Sam's problem of postschool adjustment as experienced by former students in your community.

The exercise, itself, is summarized with respect to the following checklist. Mark the date each of the steps in the checklist is completed. The checklist will also serve as your index to the materials we have included for you to copy and use as needed. Refer to the preceding text for additional instructions. Summarize the results of your postschool survey on the five Former Students' Profile Sheets provided herein.

Discuss the results of your postschool survey with your advisory committee and other interested groups in the community. Use this information to describe the vocational education and related school experiences of former students who were vocationally successful and those who were vocationally unsuccessful after leaving high school. This information can become the basis for anticipating postschool adjustment problems among current students with special needs.

▶ Objective 2.1: To establish local guidelines for participation in outreach activities.

The following checklist is provided to assist you in completing the objective set forth in this section. It is also your index to the forms we have provided for you to copy and use as needed.

Steps to Accomplish Objective	Forms Included (title and page no.)	Date Completed
(a) Form an advisory committee.	List of Advisory Board Members (p. 25).	
(b) Identify safeguards for voluntary participation.		
(c) Identify safeguards for confidential participation.		
(d) Provide school inservices regarding program guidelines.		
(e) Publicize program guidelines in your community.		

Advisory Board Members

Member Name	Address	Telephone	
		Daytime	Evening
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

Objective 2.2: To recruit, hire, and train paraprofessional staff to provide the prescribed outreach activities which include home visits.

The following checklist is provided to assist you in completing the objective set forth in this section. It is also your index to the forms we have provided for you to copy and use as needed.

Steps to Accomplish Objective	Forms Included (title and page no.)	Date Completed
(a) Define the job responsibilities of the "home visitors" staff.		
(b) Identify required and preferred previous experience.		
(c) Advertise the staff positions locally.		
(d) Screen, hire, and list paraprofessional staff.	Paraprofessional Staff List (p. 27).	
(e) Provide inservice training of new staff.		
(f) Periodically evaluate the staff and their inservice needs.		

Paraprofessional Staff List

Name	Address	Telephone *Area/No.*
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

Objective 2.3: To compile rosters of former students with special needs.

The following checklist is provided to assist you in completing the objective set forth in this section. It is also your index to the forms we have provided for you to copy and use as needed.

Steps to Accomplish Objective	Forms Included (title and page no.)	Date Completed
(a) Identify all former students who exited within five years.		
(b) Compile background information on each youth.	Former Students' Background Information (p. 29).	
(c) Summarize available school records.	Former Students' School Records Summary (p. 30).	
(d) Construct a family tree of former students.	Former Students' Family Tree (p. 31).	
(e) Obtain current addresses and phone numbers of former students.	Former Students' Current Addresses and Phone Number List (p. 32).	

Former Students' Background Information

Name	Family Name	Date/ Birth	Yr. H.S. Exit	Graduated	
				Yes	No
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					

Note: When completed, save this form to use in filling out Former Student Profile Information in objective 2.5(c).

Former Students' School Record Summary

Name	School Classification*	Grade Pt. Average	Cognitive (IQ)	Graded Equivalent Test Scores	
				Reading	Math
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					

*EMR, LD, ED, At-Risk

Note: When completed, save this form to use in filling out the Former Student Profile Information in objective 2.5(c).

Former Students' Family Tree

# Children on List ________

Name	Age
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

Note: Some families may have *more than* one name. Add additional names as they apply to each target child.

■ Exercise 2, Objective 2.3(e)

Former Students' Current Addresses and Phone Numbers List

Former Student	Family Name	Current Address	Telephone *Area/No.*

Objective 2.4: To conduct the postschool follow-up survey.

The following checklist is provided to assist you in completing the objective set forth in this section. It is also your index to the forms we have provided for you to copy and use as needed.

Steps to Accomplish Objective	Forms Included (title and page no.)	Date Completed
(a) Schedule the interviews for each former student.	Former Student Interview Schedule (p. 34).	
(b) Produce master and multiple copies of *Former Student Interview Booklet* (pp. 35 - 40).	*Former Student Interview Booklet* Contents: Instructions for Interviewer (p. 36). Instructions for Former Student (p. 37). Part A – School History (p. 38). Part B – Employment History (p. 39).	
(c) Complete the interview for each target youth.		
(d) Review and clarify responses to each interview question.		

Exercise 2, Objective 2.4(a)

Former Student Interview Schedule

#	Name	School Classification	Date Interviewed	Time For Interview	If No Interview, Why Not

Former Student Interview Booklet

(pp. 35-40)

Student's Name ☐ Male ☐ Female	
Date of Birth	Year Left School
School Classification	
Interview	
Today's Date	

Former Student Interview Booklet: Instructions for Interviewer

1. Call to schedule an interview for
Former Student's Name:

☐ Yes ☐ No

Date	Why Not? *Briefly describe*
Time	
Place	

Complete Former Student Interview Schedule form for this youth

2. Conduct the interview
Check appropriate answer box

a. ☐ by phone ☐ in person
b. Proper interview environment? ☐ Yes ☐ No
If no, why not

c. Asked additional "probe" questions? ☐ Yes ☐ No
d. Unusual circumstances? ☐ Yes ☐ No
If yes, briefly explain

3. Add interview information on this youth to the four Former Student Profile sheets in Exercise 2, Objective 2.5(c).

Former Student Interview Booklet: Instructions for Former Student

This public school district places great value on the quality of its programs. We are constantly concerned with how we can continue to improve and coordinate our efforts with families and students in the area.

We believe that a better understanding of former students and their families will help provide information which could lead to a better educational experience for students now in school.

We would like to learn more about you and your family . . . more about *your* attitudes and feelings toward your family, school, community service organizations, and toward the community in general.

We would appreciate your cooperation in filling out this questionnaire. We emphasize that all survey information you contribute is strictly *confidential.*

Thank you for your time and effort.

Exercise 2, Objective 2.4(b)

Former Student Interview Booklet: Part A — School History

1. What was the last grade you completed in school? ________

2. What year was that? ________

3. Did you receive a high school diploma or certificate of graduation? *Check one*
☐ Yes ☐ No

4. To what extent has the public school helped you . . . ? *Circle a number*

		Great Deal	Little	None
a.	Applying for a job	5	3	1
b.	Having good work habits	5	3	1
c.	Being trained for a specific job	5	3	1
d.	Understanding your abilities	5	3	1
e.	Understanding your interests	5	3	1
f.	Using your spare time	5	3	1
g.	Getting along with others	5	3	1
h.	Adult and family affairs	5	3	1
i.	Taking part in community affairs	5	3	1
j.	Being able to read well	5	3	1

5. Below are a list of vocational programs and courses available at our high school. Please identify each course you took as a student and indicate whether or not each course has been helpful to you.

		Enrolled		Helpful	
a.	Agriculture	☐ Yes	☐ No	☐ Yes	☐ No
b.	Farm Machinery and Mechanics	☐ Yes	☐ No	☐ Yes	☐ No
c.	Horticulture/Landscaping	☐ Yes	☐ No	☐ Yes	☐ No
d.	Business and Office	☐ Yes	☐ No	☐ Yes	☐ No
e.	Homemaker	☐ Yes	☐ No	☐ Yes	☐ No
f.	Construction Trades	☐ Yes	☐ No	☐ Yes	☐ No
g.	Electronics/Electrician	☐ Yes	☐ No	☐ Yes	☐ No
h.	Welding	☐ Yes	☐ No	☐ Yes	☐ No
i.	Cosmetology	☐ Yes	☐ No	☐ Yes	☐ No
j.	Drafting	☐ Yes	☐ No	☐ Yes	☐ No
k.	Data Processing	☐ Yes	☐ No	☐ Yes	☐ No
l.	Food Service	☐ Yes	☐ No	☐ Yes	☐ No
m.	Child Care Services	☐ Yes	☐ No	☐ Yes	☐ No
n.	Clothing and Textiles	☐ Yes	☐ No	☐ Yes	☐ No
o.	Health Occupations	☐ Yes	☐ No	☐ Yes	☐ No
p.	Hospitality and Recreation	☐ Yes	☐ No	☐ Yes	☐ No
q.	Advertising	☐ Yes	☐ No	☐ Yes	☐ No
r.	Auto mechanics	☐ Yes	☐ No	☐ Yes	☐ No
s.	Radio and TV Repair	☐ Yes	☐ No	☐ Yes	☐ No
t.	Salesperson	☐ Yes	☐ No	☐ Yes	☐ No
u.	Other *Specify* ______________	☐ Yes	☐ No	☐ Yes	☐ No

Former Student Interview Booklet: Part B — Employment History

1. What is your present employment status? *Check appropriate boxes*
   - ☐ Employed full-time
   - ☐ Unemployed
   - ☐ Have never been employed
   - ☐ Full-time attendance at a trade, technical, or vocational school *Specify* ____________
   - ☐ Attending college/university *Specify* ____________
   - ☐ In military service *Specify* ____________
   - ☐ Other *Specify* ____________

2. List the places where you have been employed. Start with your current or most recent job and go back to the time you left school. Use the back of this sheet if you need more room to list all of your jobs. Be sure to list *all* of your jobs.

Employer Position	☐ Full-time ☐ Part-time	Hours Per Week	Wage $	Dates Employed *From*	*To*	Reason for Leaving
Employer Position	☐ Full-time ☐ Part-time	Hours Per Week	Wage $	Dates Employed *From*	*To*	Reason for Leaving
Employer Position	☐ Full-time ☐ Part-time	Hours Per Week	Wage $	Dates Employed *From*	*To*	Reason for Leaving

3. Do you have? *Check appropriate column*

		Yes	No
a.	Credit cards	☐	☐
b.	Savings account	☐	☐
c.	Checking account	☐	☐
d.	Life insurance	☐	☐
e.	Your own car	☐	☐
f.	Car insurance	☐	☐
g.	Debts and loans totaling over $1,000	☐	☐

(continued)

Former Student Interview Booklet: Employment History (continued)

4. Are you receiving any financial aid (SSI, unemployment insurance, welfare, AFDC, etc.)?
   - ☐ No
   - ☐ Yes *Specify* ____________

5. Which of the following has been the most helpful in obtaining employment: (If currently unemployed, refer to your last place of employment) *Check appropriate boxes*
   - ☐ Job Service or State Employment Service (including Youth Opportunity Center)
   - ☐ Answering newspaper advertisements
   - ☐ Private employment agency
   - ☐ School (teacher, counselor, etc.)
   - ☐ Calling possible employers
   - ☐ Information from friends and family
   - ☐ The help of a vocational rehabilitation counselor
   - ☐ Other *Specify* ____________

We are now nearing the end of this survey. You have told us much about your school, work, and family experiences. As you think about it now, what helped you most as a young adult?

____

____

____

____

Are there any last things you would like to tell us about how the time you spent in school has made a difference in your life today?

____

____

____

____

Thank you for your help and cooperation in completing our survey.

Objective 2.5: To analyze survey information regarding postschool adjustment status.

The following checklist is provided to assist you in completing the objective set forth in this section. It is also your index to the forms we have provided for you to copy and use as needed.

Steps to Accomplish Objective	Forms Included (title and page no.)	Date Completed
(a) Compute "Percent of Time Employed Profile" (Sheet A) for each youth.	Former Student Profile: Percent Time Employed (Sheet A, p. 42).	
(b) Divide all youth interviewed into three subgroups of workers (Group A: Employed, Group B: Underemployed, Group C: Unemployed).		
(c) Complete the four remaining Former Student Profile Sheets (pp. 43 - 50).	Background Profile (Sheet B) (pp. 43 - 44). School Record Profile (Sheet C) (pp. 45 - 46). School History Profile (Sheet D) (pp. 47 - 48). Employment History (Sheet E) (pp. 49 - 50).	
(d) Grade the performance of each subgroup on each sheet.		
(e) Present a summary of survey findings to the advisory committee.		

Exercise 2, Objective 2.5(a)

Former Student Profile: Percent Time Employed Sheet A

Complete Sheet A below as follows:

1. Youth's Name	First and last name of each former student
2. No. of Months Working	Count the number of months each youth was meaningfully occupied. Give equal credit for being enrolled in postschool programs, for example, job training and employment on local jobs. Do not consider how many hours per month the youth worked or how much money he or she earned.
3. No. of Months of Postschool	Count the number of months since high school graduation date or formal "drop-out" date.
4. Percent of Time Employed	Divide column 2 (No. of Months Working) by Column 3 (No. of Months Postschool).

Sheet A: Former Students' Percent Time Employed

Youth's Name	No. of Months Working	No. of Months Postschool	Percent of Time Employed
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

Former Student Profile: Background Information
Sheet B

Complete Sheet B below as follows:

1. Youth's Name	First and last name of each former student
2. Family Name	Indicate if different from the youth's last name
3. D.O.B.	Date of birth
4. Graduate *Yes/No*	Record whether or not the youth graduated from high school. Can also note Graduate Equivalency Degree (G.E.D.) here.
5. Year High School Exit	Record the year the youth exited high school through graduation date or formal "drop-out" date.

Sheet B: Former Students' Background Information

Group A: Employed (50 to 100 percent time employed)

Youth's Name	Family Name	D.O.B.	Graduate *Yes/No*	Year High School Exit
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

(continued)

Exercise 2, Objective 2.5(c)

Former Student Profile: Background Information (continued)

Group B: Underemployed (10 to 49 percent time employed)

Youth's Name	Family Name	D.O.B.	Graduate *Yes/No*	Year High School Exit
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

Group C: Unemployed (0 to 9 percent time employed)

Youth's Name	Family Name	D.O.B.	Graduate *Yes/No*	Year High School Exit
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

Former Student Profile: School Record Summary Sheet C

Complete Sheet C below as follows:

1. Youth's Name	First and last name of each former student.
2. School Classification	Record each youth's *primary* classification as a special needs student (handicapped, disadvantaged, single parent, criminal offender). Use Wisconsin DPI criteria (see Exercise 1, p. 11). For handicapped youth, also record their Exceptional Educational Need (EEN) classification (TMR, EMR, LD, BD/ED).
3. G.P.A.	Grade point average of each youth. Depending on availability of school records, use either cumulative G.P.A. or G.P.A. for last semester enrolled. Try to be consistent about using the same type of G.P.A. on all target youth.
4. IQ	Standard cognitive score on last intelligence test available.
5. Reading	Grade equivalent score on last reading test available.
6. Math	Grade equivalent score on last math test available.

Sheet C: Former Students' School Record Summary

Group A: Employed (50 to 100 percent time employed)

Youth's Name	School Classification	G.P.A.	IQ	Test Scores	
				Reading	Math
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					

(continued)

■ Exercise 2, Objective 2.5(c)

Former Student Profile: School Record Summary (continued)

Group B: Underemployed (10 to 49 percent time employed)

Youth's Name	School Classification	G.P.A.	IQ	Test Scores	
				Reading	Math
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					

Group C: Unemployed (0 to 9 percent time employed)

Youth's Name	School Classification	G.P.A.	IQ	Test Scores	
				Reading	Math
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					

Former Student Profile:
School History
Sheet D

Complete Sheet D below as follows:

1. Youth's Name — First and last name of each former student.

2. Public School Helped — Refer to Part A, question 4 on p. 38 of the Former Student Interview Booklet and record how many times each youth reported that school helped (a) great deal, (b) little, and (c) none.

3. Vocational Education — Refer to Part A, question 5 on p. 38 of the Former Student Interview Booklet and record two things: a) the number of vocational education courses each youth took and b) the total number of vocational education courses each youth reported as being helpful in finding a postschool job.

Sheet D: Former Students' School History

Group A: Employed (50 to 100 percent time employed)

	Vocational Education		Public School Helped		
Youth's Name	# Courses Enrolled	# Helpful	# Great Deal	# Little	# None
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					

(continued)

Exercise 2, Objective 2.5(c)

Former Student Profile: School History (continued)

Group B: Underemployed (10 to 49 percent time employed)

Youth's Name	Vocational Education		Public School Helped		
	# Courses Enrolled	# Helpful	# Great Deal	# Little	# None
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					

Group C: Unemployed (0 to 9 percent time employed)

Youth's Name	Vocational Education		Public School Helped		
	# Courses Enrolled	# Helpful	# Great Deal	# Little	# None
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					

Former Student Profile: Employment History
Sheet E

Complete Sheet E below as follows:

1. Youth's Name. First and last name of each former student.

2. # Jobs. Record the total number of jobs the youth reports having since leaving school. This number provides an estimate of job stability.

3. Hours Worked (Year). Calculate and record the *total* number of hours the youth reports working or in school. For students, record 20 hours per week for part-time and 40 hours per week for full-time enrollment. For youth who have exited school for more than one year, calculate and record the average hours worked per year. Note that 2,000 hours (40 hours per week for 50 weeks with 2 weeks vacation) is considered to be full-time employment.

4. Dollars Earned (Year). Calculate and record the total dollars earned by the youth on all jobs. For youth who have exited school more than one year, calculate and record the average dollars earned per year. For students with no outside income, leave this column blank.

5. Financial Aid (*Yes/No*). Record here each youth's response to Part B, Question 4 on p. 40 of the Former Student Interview Booklet.

6. Source of Help in Getting Job. Record here each youth's response to Part, B, Question 5 on p. 40 of the Former Student Interview Booklet.

Sheet E: Former Students' Employment History

Group A: Employed (50 to 100 percent time employed)

Youth's Name	# Jobs	Hours Worked (Year)	Dollars Earned (Year)	Financial Aid (*Yes/No*)	Source of Help in Getting Job
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					

(continued)

Exercise 2, Objective 2.5(c)

Former Student Profile: Employment History (continued)

Group B: Underemployed (10 to 49 percent time employed)

Youth's Name	# Jobs	Hours Worked (Year)	Dollars Earned (Year)	Financial Aid (*Yes/No*)	Source of Help in Getting Job
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					

Group C: Unemployed (0 to 9 percent time employed)

Youth's Name	# Jobs	Hours Worked (Year)	Dollars Earned (Year)	Financial Aid (*Yes/No*)	Source of Help in Getting Job
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					

3

Program Screening and Referral

Overview

This section contains step-by-step procedures for screening and referring families to your outreach program. The uniqueness of family influences on children's development is considered from both a research and a delivery system perspective. The strategy of the University of Wisconsin Research Program for screening and referring for assessment of high-risk families is described. Specific issues of identification are addressed in answer to three questions.

- How to screen target youth?
- How to screen target families?
- How to establish an appropriate referral system?

Differences in local communities are featured. Of course, the particular circumstances and related programming needs of your own district should be considered when you are addressing these issues.

Key Words

Family and Child Risk Characteristics are features of the home environment which make up part of the necessary screening information. These features are generally supportive (low risk) or generally nonsupportive (high risk) of children's learning and behavioral development at school.

Screening and Referral Systems are systematic approaches to the identification of children and families in need of further diagnosis and possible placement in extramural school programs.

Diagnostic Prescriptive Teaching is a model approach to delivering education whereby assessment and instruction are directly linked. An individual's strengths and weaknesses are first assessed, then instruction is provided to build on diagnosed strengths for the purpose of eliminating or mitigating diagnosed weaknesses in related areas of skill.

Consult glossary (Appendix B) for more definitions.

How Families Influence the Development of Good Work Habits

The family home environment is a principal setting within which children's cognitive and social development takes place. This environment is mediated by parents (Feuerstein and Rand, 1974) as part of what is essentially an educational process which pervades a child's school years (Hess, 1970). Parents who are unable to adequately support and effectively extend their children's education, or whose in-home style of instructing offspring is antagonistic to the school's approach, can compromise the effectiveness of school programs. The family home environment can generate forces which are counterproductive to children's development (McInerney and Garber, 1984). The result is that the benefits of special—and even regular—educational services are seriously diminished (Rutter and Madge, 1976).

There have been surprisingly few attempts to apply research regarding the family home environment with the intent of providing a practical value to the analysis. The problem is not that the importance of families is unrecognized. Rather, it has been difficult to translate research information into commonly accepted procedures practice.

The problem scenario for section 3 illustrates this difficulty. The problem of Sue missing homework assignments and the efforts of her counselor to help Sue develop better work habits are described. Note, in particular, the extra time and attention afforded Sue by her counselor and consider his frustration at her family's lack of response to his initiative. Evaluate how realistic this problem is by comparing the experiences of Sue's counselor to similar experiences with students in your school district.

Problem Scenario 3: "Sue" (12 years old)

Sue is a 12-year-old girl enrolled in regular education classes at the local middle school. Her tested cognitive ability is average, but both her reading and mathematics skills are more than two grades below average. Her report card grades have been consistently poor for the last two years. With mostly D's and F"s in core academic subjects, she is ranked in the bottom 25 percentile of her class. Her teachers report that she often comes to class unprepared, does not complete homework assignments on time, and seems generally uninterested in her school work.

Sue's middle school counselor scheduled a meeting with her to discuss his concerns about requirements for high school entrance. Sue promised to study more and complete her missing homework assignments. However, two weeks later the homework was still not done. The counselor then called Sue's mother to schedule a conference at school. The mother failed twice to show up for the conference. Finally, the counselor made an appointment to visit the family at home.

Sue lives with her mother and two younger siblings in a two-bedroom apartment. Sue's mother was recently separated and is suing for divorce from her second husband. She is currently unemployed, on welfare (AFDC support), but is looking for part-time work as a waitress. Sue's brother (eight years old) is in regular education classes, but her sister (six years old) is enrolled in a special education extended kindergarten program.

When the counselor arrived for the meeting, the apartment was cluttered and unkempt, with dirty dishes in the kitchen sink and toys and clothes strewn across the floor. The counselor described the problem of Sue's missing homework, but the mother said that studying was Sue's responsibility and not her job. Moreover, there was little time or opportunity to help Sue with her homework assignments at home. The counselor left after stating that he would try to help Sue at school and would keep her mother informed of Sue's academic progress.

It appears that intervention strategies which are most effective use what might be termed a *psycho-therapeutic clinical model.* This approach combines a prescriptive-diagnostic assessment with personalized and direct delivery of treatment for as long as necessary (Clarke and Clarke, 1977). Such intervention efforts have technically dismantled each individual family and therapeutically attacked the most vital aspects of its malfunctioning. This section of the manual describes the first steps in developing a diagnostic-prescriptive approach to family outreach, namely the establishment of a family risk screening and referral system. The next section of the manual (section 4) describes how to use diagnostic-prescriptive information to develop an individualized program of family outreach.

What Others Have Done: Previous Research Efforts to Analyze Differences in Families

Families can appear similar according general characteristics, such as socioeconomic status, marital status, and handicapping condition of offspring. But, upon closer examination, it is clear that families differ considerably in the psychosocial environment created in the home (Bee, Van Egeren, Streissguth, Nyman, and Leckie, 1969). Significant variations in child performance within seemingly homogeneous populations suggest a greater need to look at family variables that might affect the experience of the child. Within the context of a preventive education model, the investigation of salient family variables that can facilitate—or impede—the success of special school programming becomes an important concern.

A variety of family factors have contributed to the failure of compensatory school programs. These include the parents' lack of education, limited family income, impoverished home conditions, emotional difficulties among parents, chronic illness, and limited cognitive skills. Therefore, a conceptual framework for investigating the myriad of individual and family conditions which impede therapeutic change is necessary.

Family Variables Defined

Tallman (1971) and Rosenberg (1977) have argued that commitment, resources, consensus, and boundary permeability are individual child and family variables that encompass many of the factors associated with the success or failure of school programs. These factors should act as a set of preconditions for success, but they are rarely assessed or addressed in parent training programs.

Commitment of the family to the intervention program requires; *first*, that parents recognize that intervention is necessary and of value; *second*, that the objectives of the program are attainable; and *third*, that family members are willing to participate in the activities prescribed by the intervention agents and work toward achieving the goals. Research has suggested that barriers to parental commitment include:

- intervention programs which produce unwelcome changes in the family's life like loss of disability payments (Haley, 1973);
- program objectives or activities which violate the family's cultural norms or role of a family members, for example, taking infants outside of the home for educational interventions (Berger, 1982);
- a belief by parents that they may have little or no ability or responsibility to affect change (Miller and Gottlieb, 1974);
- the parents' expectancy that the program will fail (McLean, 1976); and
- the parents' perception that the child's rate of development is too slow (Wikler, 1980). Because these barriers to commitment often occur in combination, the effectiveness of educational programs for special needs children is challenged.

Resources of the family must also be considered in attempting to understand forces which facilitate—or inhibit—the success of school programs. Inadequate health care, poor housing, lack of education, low income, and the necessity for full time work all drain parents of time and energy to spend with their children. Patterson (1966) observed that mothers lacking financial and personal resources had difficulty learning and applying child management techniques. Children with special needs further tax the emotional and physical resources of other family members (Farber, 1960).

Consensus refers to the family's common agreement and its ability to come to agreement on any number of issues, tasks, and roles. Inadequate family communication, parental quarreling or general marital discord, as well as difficulties in parent-child relations, may sabotage intervention attempts (Tharp and Wetzel, 1969). Family consensus regarding the rationale and objectives of home programs appears to be a powerful force in both the child's and the family's ability to profit from intervention (Ricciutti, 1977).

Boundary permeability describes an individual's—or family's—ability to regulate the flow of information and materials which influence their experiences. Viewed as a continuum, at one end lies the family which totally relinquishes its boundaries. Major decisions of this family are made by outside agents. This can result in the loss of the family's ability to function without formal outside assistance. At the other end of the continuum lies the family whose boundaries are impermeable. This family maintains a system which is closed to information and experiences that would produce family growth. Family-based intervention programs must balance the amount of time and input provided to families. Parents must be helped to successfully assimilate new experiences and to benefit from firm support services without losing their independence. Particular care must be taken so that the family does not lose its decision-making competence and its internal organization (Baker and McCurry, 1984).

Summary

Family conditions of consensus, resources, commitment, and boundary permeability have been used in previous research to describe processes which operate naturally within the family home environment. These family processes, in turn, influence how different parents respond to the particular structure or format of a planned intervention program (Anchor and Thompson, 1977). This fact suggests the need to consider such family processes when assessing the treatment needs of target families (Radin, 1981).

Negative attitudes toward outside intrusion, reduced resources, disorganization, and disagreements are common conditions among many seriously disadvantaged families. Evaluation of family functioning with respect to such process variables, combined with more traditional measures, has the potential of improving the accuracy of assessments. Equally important, these evaluations can directly lead to more efficient and effective intervention strategies (Mercer, 1973) as well as the development of a more productive system of interagency linkages and service coordination on the local community level (Gans and Horton, 1975).

U.W. Research Program: Family and Child Risk Characteristics

The University of Wisconsin Research Program is based on the concept that effective education should include prevention-oriented strategies. The research has demonstrated that it is possible to achieve significant improvement in human performance by anticipating long-term adjustment difficulties and prescribing sequenced instruction in response to the probability of future educational needs. However, efforts to implement preventive education for youth with special needs require the development of child and family risk classifications.

Child and family characteristics are considered to be psychoeducational "risk factors" if they experience undesirable developmental or educational outcomes. As defined by the World Health Organization (1978), there are two key features to the criteria of risk:

First. A risk factor is a discernible and measurable characteristic of a person or group of persons.

Second. The risk factor, once identified, is associated with an unusual or *high frequency* of adverse outcomes. Thus, child and family risk factors are measurable characteristics which indicate that certain psychosocial influences will, over time, interact and combine to adversely influence normal intellectual or affective development. Based on particular instructional sequences that occur among children with similar learning and behavioral problems, risk characteristics can be used to predict both developmental outcomes and individual differences.

By reviewing available instruments, the University of Wisconsin Research Program began by developing educationally serviceable profiles of family and child risk characteristics. Most protocols comprised measures of such variables as the family's socioeconomic status, the size of the household, or the age and sex of family members. However, as Shipman, McKee and Bridgeman (1976) point out, these variables are essentially superficial and account for little of the observed variance in characteristics of family functioning.

Previous research which advocated a more clinical approach to studying families appeared, initially, to be more promising. Most notable is work by Bradley and Caldwell (1984), Marjoribanks (1979), and Moos (1975). Protocols developed by these researchers appear to be sensitive to salient differences among families and to tap some of the crucial aspects of the home environment. This body of research is limited, however, because it fails to consider how aspects of the environment are influenced by other variables, and how information generated from a particular protocol can be appropriately used to differentiate treatment programs.

Risk Characteristics Profiled

The University of Wisconsin Family Research and Training Center undertook a series of studies to develop, pilot, and evaluate an intensive protocol which appropriately profiles family and child risk characteristics. The risk variables represent a summary of attributes and characteristics that have been previously investigated by researchers in the social, behavioral, and health sciences. In addition to previously cited authors, survey contact was also drawn from Berger (1971); Nihira, Meyers, and Mink

(1980); and Ramey and Haskins (1981).

Risk information was gathered about many families in both urban and rural settings, including families with different ethnic backgrounds and socioeconomic status, and families with children at different levels of development. This information was obtained by conducting extensive personal interviews and assessments of family members and their children in school, ranging from preschool to the postsecondary status. Assessments were made of these children in many areas of performance, including their cognitive status and school achievement, as well as their social-emotional and vocational skill development.

The characteristics of a family that suggest a risk status include general health, background, education and occupation, extent of contacts in the community, knowledge of child growth factors, personal attitudes and self-concept, and the quality of family cohesion and interpersonal relations. By evaluating which combination of these characteristics were significantly associated with adverse developmental outcomes, it was possible to develop a predictive profile of risk characteristics.

Table 3.1 presents a summary of salient psychosocial characteristics of what are termed "high-risk families." A high-risk family is one whose risk profile suggests either that the caretakers exert a negative influence, or that they cannot exert positive influences to support the social and educational demands made on their children. These risk profiles identify features of the family home environment which must be addressed by an effective program of public-school-based outreach.

The University of Wisconsin research has departed from previous methodology in that multiple psychosocial conditions and processes were simultaneously examined, under both baseline and longitudinal treatment conditions, in order to observe the interaction (or combined effects) of high-risk versus low-risk family influence on children's cognitive and affective maturation. This research has yielded information as to which psychosocial family characteristics are—and are not—conducive to successful school performance. Table 3.2 presents a list of student and family risk characteristics which, in combination, will effectively compromise compensatory school programs.

Table 3.1

Characteristics of High Risk Families

Independence
- Does not encourage offspring independence
- Adults unable to make personal decisions

Active-Recreational Orientation
- Few family leisure outings
- Isolated from friends and neighbors

Caretaker Verbal Skills
- Poor receptive vocabulary
- Inadequate communication skills

Educational Resources at Home
- Few instructional materials available
- Environment limits teaching opportunities

Achievement Orientation
- Family members passive/not competitive
- Family members not goal-oriented

Organization
- Disorganized division of family responsibilities
- Little planning for family activities

Physical Home Environment
- Lack of adequate family space
- Cluttered, unorganized atmosphere

Occupational Status
- Adult members unemployed/underemployed
- Poor vocational role models

Results from the series of studies reported here are relevant to providing extramural programs of school-based outreach. There are three major findings that can be drawn from the research program's efforts to date:

One. Family risk profiles can accurately identify cognitive and affective performance differences within groups of mildly handicapped children who share similar exceptional education public school labels (EMR, LD, ED). Furthermore, it appears that the psychosocial characteristics of high-risk families are educationally relevant, that is predictive of differential responsiveness to school programs, across chronological age ranges (preschool, elementary, and junior and senior high school years).

Two. The extent of responsiveness by mildly handicapped youngsters to compensatory school programs depends largely upon an interaction among the type of severity of the child's special needs, the instructional emphasis of the school program itself, and the competence of parents to support and reinforce educational objectives daily at home.

Three. Local educational resources can be focused on developing the skill competencies required for integrated adult life during the high school years. As part of the process of delivering transition services, communities can use public schools to anticipate postschool needs better and, thereby, reduce barriers to securing employment, and provide more appropriate programs for initiating young adult independence.

These results generally support earlier suggestions by Deutsch (1967) and Jensen (1980) that a developmental lag and cumulative deficit contribute to progressive declines in children's intellectual and other adaptive abilities. Given that postschool transition problems for many youth with special needs are developmental in nature, these results provide a research perspective which argues for the integration of resources from both public school and vocational rehabilitation programs on the local community level.

Preventive Education Model: How to Develop a Screening and Referral System

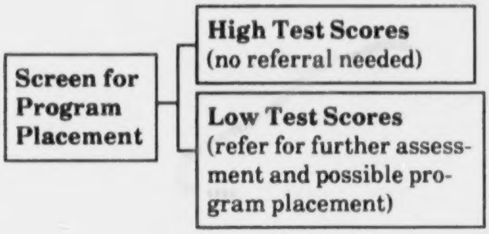
Many families can be served by school-based outreach efforts, but which families in your district are most likely to benefit from your particular program? Failure to properly identify target families can undermine your efforts to serve the families most in need of that support. A screening and referral system can help your district identify which families (with youth with special needs) to refer to your outreach program. The identification of target families for outreach referral is an ongoing process. The strategy is to establish a monitoring and evaluation system whereby successive groups of families and children are screened, diagnosed, and then treated as part of your outreach program.

Scores on a screening test are used to estimate the quality of actual performance at home, school, and work. Those individuals who score low on the screening test are seen as having sufficiently low performance to warrant their referral for subsequent assessment and possible placement in your outreach program.

Table 3.2

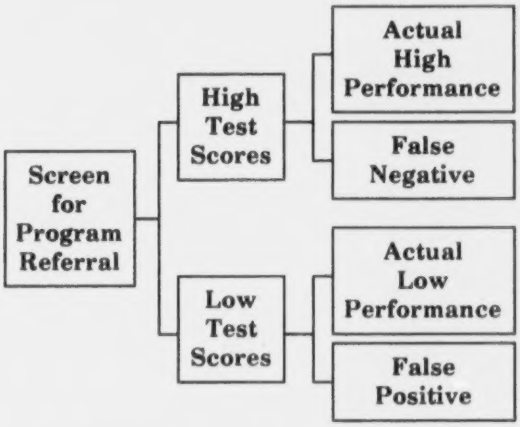
Risk Characteristics

Students	Families
Student has poor self-image and feels that "fate" controls his/her life.	Families are isolated from neighbors and suffer from psychological barriers to community integration.
Student is an impulsive problem solver who is unable to generate alternative solutions to difficult social situations.	Children learn from their handicapped parents' inefficient antagonistic approaches to problem solving.
Student is easily distracted, unable to follow directions, and lacks perseverance to finish tasks.	Parents offer poor vocational role models and provide inadequate support for school-to-work transitions.
Student is unable to appropriately manage his/her social behaviors at home, in school, or at work-study job sites.	Frequent personal, social, and financial crises disrupt the daily lives of family members.



Screen for Program Placement
High Test Scores (no referral needed)
Low Test Scores (refer for further assessment and possible program placement)

Individuals who screened "negative" do not need a program referral, whereas individuals who screened "positive" require a program referral. However, problems occur in practice when screening results do not reflect actual performance levels.



The University of Wisconsin Research Program provides several practical solutions to problems of excessive "false negatives" and "false positives" in screening families.

Objective 3.1: To compile rosters of all current students in vocational education programs.

Steps: *(See also exercise 3)*

- **(a)** Identify all students currently enrolled in vocational education.
- **(b)** Compile background information on each student.
- **(c)** Summarize available school records.
- **(d)** Construct a family tree of current students.
- **(e)** Obtain current addresses and phone numbers of target students.

One recommended screening strategy is to identify a large pool of students to test. It is simply not sufficient to say that all families with special needs will be referred to your outreach program. Consider, for example, the problem of Sue, as illustrated in this section's scenario. As a middle school student in regular education classes, Sue is not formally identified as having special needs. However, her falling grade point average and poor work habits do place her at risk for high school and post high school adjustment problems. It is necessary to screen a large pool of students in order to identify all families with children similar to Sue who may potentially benefit from your outreach program.

There are several appropriate options for identifying the pool of students to be screened. You may want to consider screening *all* eighth graders just prior to their high school entrance, or screening *all* twelfth graders several months before they begin their postschool transition. For purposes of illustration in this section, *all* students (regular education and special needs) currently enrolled in vocational education classes are screened. Discuss with your advisory board which pool of students are the most appropriate screening candidates in your district.

Once the pool of students to be screened has been identified, the five steps required to complete objective 3.1 are similar to those recommended when compiling a roster of former students for the postschool survey. Refer to the procedures outlined for objective 2.3 on p. 28. Complete the identification sheets for screening rosters per instructions in exercise 3 at the end of this section.

Objective 3.2: To screen the personal attitudes and prevocational interests of all current vocational education students.

Steps: *(See also exercise 3)*

- **(a)** Notify parents as to the purpose of the student screening.
- **(b)** Purchase multiple copies of student screening protocols. *(Appendix C)*
- **(c)** Make copies and compile *Student Screening Booklets*.
- **(d)** Schedule dates and times for student screenings.
- **(e)** Conduct screenings and score protocols.
- **(f)** Provide parents and teachers with a summary of screening results.

Timely notification to parents regarding both the purpose and the outcome of the screening effort is crucial. This notification, in fact, begins the process of establishing open, frank, "two-way" lines of communication with those families who will eventually participate in your outreach program. In addition, the communication underscores your district's commitment to helping prepare each student for postschool jobs and young adult life. Sample letters used to notify parents are provided in exercise 3 at the end of this section.

Two standard measures of personal attitudes and prevocational interests are recommended for use in your screening battery. These are: Nowicki-Strickland Locus of Control (LOC) Scale and the Career Occupational Preference System (COPS). (See Appendix C.)

Personal Attitude. The Nowicki-Strickland Locus of Control Scale is a 40-item set of yes or no questions which analyze the extent to which each student feels in control of his or her life (percentage of internal responses) or feels that outside forces—or fate—determine what happens (percent of external responses). Internal scores less than 50 percent are considered below average. For students scoring below average on this test, the teacher should schedule an individual meeting with the family to discuss the test results.

Prevocational Interests. The Career Occupational Preference System is a 126-item inventory which evaluates the student's "likes" and "dislikes" for activities performed in many different occupations. Each student's three highest "likes" and three lowest "dislikes" can thus be easily identified.

These instruments have several advantages. First, both tests can be easily administered. Reading requirements are minimal, although some special needs students may need your assistance. The battery can be completed within one (50 minute) class period. Second, the LOC provides a ready reference regarding risk for postschool maladjustment. The University of Wisconsin Research Program revealed that youth with a below average LOC score are at risk for unemployment. Finally, COPS profiles provide parents of all students with pertinent information. In particular, COPS profiles identify a recommended sequence of vocational education courses for each career preference. However, when discussing occupational preferences with individual students, or their parents, note that vocational likes and dislikes among adolescents are likely to change during high school. Purchase multiple copies of all required screening protocols and compile Student and Family Screening Booklets, as was done for the Former Student Survey (see section 2). Exercise 3 provides further details.

The remaining steps to accomplish objective 3.2 entail logistical concerns for scheduling, proctoring, and scoring the screening test. Screening should be scheduled at a convenient time during the school year, for example, at the start of the second semester. It helps to schedule all students on the same day, or even during the same class periods. Provisions should be made for students who are ill, absent, or otherwise unable to complete the screening tests at the assigned times. With appropriate supervision, the screening protocols can be self-administered to large groups (30 to 40 students). Some students, of course, will require more individual attention and help. Test manual instructions should be followed when scoring the LOC and COPS instruments. You may want to explore possibilities for students to help score their own tests. The COPS test, in particular, can be easily scored by most students. The LOC test can be easily prepared for machine-scoring.

It is recommended that you contact each family with low performing offspring. Low performance can be defined with respect to several criteria, including:

- particular special needs of concern to your district, for example, dropout prevention,
- teacher referrals due to poor academic performance, for example, failing grades in core academic courses, and
- poor performance on the child screening protocol, for example, bottom quartile (25 percent) of screened students for a given year. Criteria for low performance should be set in response to the needs of your district. These criteria can even be modified across school years as your needs change. Remember the goal: *to identify families to refer to your outreach program.* Discuss with your advisory board what criteria for low performance are appropriate to meet this goal for your district.

Objective 3.3: To conduct a brief survey of families with low performing offspring.

Steps: *(See also exercise 3)*

- **(a)** Notify parents as to the purpose of family screening.
- **(b)** Make copies and compile *Family Screening Booklets*.
- **(c)** Schedule the family screening interviews.
- **(d)** Conduct screening interviews for each target family.
- **(e)** Review and clarify responses to each interview questions.

Families will want to know why you are contacting them as part of your screening effort. There are several reasons for this outreach contact

- to personally discuss the child's screening results with the parents,
- to solicit the parents' perspective regarding their child's future vocational goals, and
- to obtain background information on the family.

Many families will appreciate the "personal touch" of this individual contact. Specific issues of concern, such as that of confidentiality and questions about why their child was screened, should be addressed honestly and straightforwardly. Special care should be taken lest these families feel they are being "singled out" for any reason.

Recommended survey questions for the family screening protocol are included in exercise 3(b) at the end of this section. Specific survey questions have been selected from items on similar surveys used in the University of Wisconsin Research Program. You should discuss the survey questions with members of your advisory board and modify the context to meet local circumstances and need.

As was the case with the Follow-up Survey of Former Students (see section 2) five general concerns should be addressed when conducting the survey:

Be flexible when scheduling family interviews. The interview can be conducted either in person or over the phone. The late afternoon and early evening hours are convenient times for many—but not all—families. Be sensitive to individual circumstances.

Explain the purpose of the interview clearly. Be brief and succinct. Emphasize that the family's participation is voluntary and that all information is strictly confidential.

Ask additional questions if clarification is needed. Because individual family circumstances differ, a family's answer to a particular question may be ambiguous. Ask additional, follow-up questions whenever you are unclear about a parent's answer to a survey item.

Review survey responses after each interview. Do not wait until the survey is completed to look it over. *Immediately* after completing an interview in person, or after hanging up the phone review the parents' answers to each question. If necessary, write margin notes on the survey form to clarify particular answers.

Inform parents about the screening outcome. It is important to tell each parent about the final screening decision. For families not referred to the outreach program, the parents can be given reasons why the screening was negative for their child and, as well, what instructional support is being provided for their child at school. For families who are referred to the outreach program, information on the positive screening outcome is the first step in the process of diagnostic assessment and prescribed treatment of individual child and family needs. These issues are discussed in greater detail in section 4 of the manual.

Objective 3.4: To identify successive groups of families for outreach referral.

Steps: *(See also exercise 3)*

- **(a)** Identify local criteria for referral to the outreach program.
- **(b)** Profile characteristics of each target student.
- **(c)** Profile characteristics of each target family.
- **(d)** Evaluate each family's need for outreach.
- **(e)** Match target families with available outreach programs.
- **(f)** Periodically update family referral lists.

As mentioned earlier in this section, target families for school outreach should be identified as part of a larger, longitudinal process of interrelated screening, diagnosis, and treatment activities. However, worksheets to identify families who are appropriate candidates for outreach referral are provided in exercise 3 at the end of this section.

Exercise 3, objective 3.4(b) worksheets ask you to profile relevant characteristics of each child who was positively screened as well as the characteristics of his or her family. The two profile sheets can be completed by referring to information on the child and family screening protocols (see objectives 3.2 and 3.3 for details). These sheets summarize the available screening information.

The next step is to evaluate each family for outreach. There are at least three issues to be considered:

Evaluate the strengths and weaknesses of each child and his or her family. It is important to acknowledge the positive and negative aspects of the family's personal circumstances. It is misleading to emphasize only the "bad points" of the child's life at school and home. Moreover, you will need to build on family strengths when providing your program of family outreach.

Determine whether outreach needs are primarily child oriented, family oriented, or both child and family oriented. As emphasized before, all youth with special needs and their families are not the same. You can begin to acknowledge this concern for individual differences by determining the nature of different outreach needs among target youth and their families. For example, compare the problem scenarios for Sue (section 3) and Joe (section 4).

Inventory what services your program can provide to target families. Issues involved in developing an array of preventive education services for your outreach program are discussed in greater detail in section 4 of the manual. The point here is to consider, realistically, what you can do as part of the process of deciding who to refer to your program.

You can start the process of deciding who to include in your outreach program by compiling a base of information on potential referrals. Then, establish some objective criteria for identification which is consistent with your overall goals. As stressed before, consider the needs of *your* district when establishing such criteria and review them with your advisory board. You should, also, review these criteria annually in order to determine whether or not any modifications of your screening standards are warranted.

In conclusion, there will, of course, continue to be differences in the performance of individual students. Thus, equal instructional opportunity can result in unequal educational performance. Moreover, although the ability to perform in various adult life situations may develop naturally for many youngsters, special needs students may have to be directly trained. Child and family risk classifications are educationally relevant to the extent that they help identify both which students and which skills are in need of more individualized instruction.

Circumstances vary greatly among those select homes which exhibit all the evidence of being severely disadvantaged. Parents' attitudes, anxieties, and skills differ. Children's needs change from home to home. A family's goals, resources, commitment, and communication are unique to that family.

The concept of "risk," therefore, is not a condemnation, but a caution. The poor performance of students at school should be viewed as a measure of their risk for future adjustment difficulties. However, the risk status of individual students and their families should not limit the possibility that additional vocational education efforts can be effective in preventing postschool problems.

It is important to recognize that despite their particular learning and behavioral problems, many youth with special needs have the potential to learn the skills required for adequate school and community adjustment. Unfortunately, the potential of some is masked by the inhibiting factors of inexperience, and is then manifested as underachievement. This is especially true of students from high risk homes where the parents are unable to properly support the vocational education process.

There are, at present, no final or easily implemented answers to this educational problem. But, information on child and family risk characteristics appears to be relevant and should contribute to the development of more appropriate vocational education programs for youth with special needs.

Exercise 3

Instructions: Exercise 3 further addresses issues of program development by outlining how to appropriately identify students and refer their families to your outreach program. The example of screening all students currently enrolled in vocational education is used to illustrate the sequence of steps for the recommended screening activities. However, as discussed earlier in this section, the general strategy can be adapted to the screening of other target student populations to meet local needs and circumstances.

Checklists of all steps required to complete this exercise are provided on the following pages. The checklist and corresponding completion dates will help you keep track of your progress in developing a local screening and referral system. Refer to the preceding text for additional information and instructions. Test protocols recommended for screening are not reproduced herein. These instruments are copyrighted and should be ordered directly from the test publisher. (See Appendix C.)

Discuss with members of your advisory committee which groups of students to target for screening. For example, you may want to screen all students just prior to ninth grade and twelfth grade entrance. Decide which group is most appropriate for your school district. Use the worksheets provided in this exercise to record and analyze your screening information. Remember that screening should be repeated each year.

▶ Objective 3.1: To compile rosters of all current students in vocational education programs.

The following checklist is provided to assist you in completing the objective set forth in this section. It is also your index to the forms we have provided for you to copy and use as needed.

Steps to Accomplish Objective	Forms Included (title and page no.)	Date Completed
(a) Identify all students currently enrolled in vocational education.		
(b) Compile background information on each student.	Current Students' Background Information (p. 62).	
(c) Summarize available school records.	Current Students' School Record Summary (p. 63).	
(d) Construct a family tree of current students.	Current Students' Family Tree (p. 64).	
(e) Publicize program guidelines in your community.	Current Students Family Address/Phone Numbers List (p. 65).	

Exercise 3, Objective 3.1(b)

Current Students' Background Information

Student ID #	Child Name	D.O.B.	Grade	Homeroom Teacher

Current Students' School Record Summary

Use this form to summarize school records information on *all* current students who participate in your screening effort. Information on this form can then be transcribed to a second form which profiles the characteristics of target students whose families have been referred to your outreach program. This two-step procedure has the advantage of providing school records information on students screened versus students referred to outreach.

Student Name	School Classification	G.P.A.	Class Rank	Outreach Referral
				☐ Yes ☐ No
				☐ Yes ☐ No
				☐ Yes ☐ No
				☐ Yes ☐ No
				☐ Yes ☐ No
				☐ Yes ☐ No
				☐ Yes ☐ No
				☐ Yes ☐ No
				☐ Yes ☐ No
				☐ Yes ☐ No
				☐ Yes ☐ No
				☐ Yes ☐ No

Current Students' Family Tree

Name	Age
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

Note: Some families may have *more than* one name. Add additional names as they apply to each target child.

Current Students' Family Addresses and Phone Numbers List

Child Name	Family Name	Current Address	Telephone *Area/No.*

Objective 3.2: To screen the personal attitudes and prevocational interests of all current vocational education students.

The following checklist is provided to assist you in completing the objective set forth in this section. It is also your index to the forms we have provided for you to copy and use as needed.

Steps to Accomplish Objective	Forms Included (title and page no.)	Date Completed
(a) Notify parents as to the purpose of the student screening.		
(b) Schedule dates and times for current student screenings.	Current Student Screening Schedule (p. 67).	
(c) Purchase multiple copies of student screening protocols. (Appendix C)		
(d) Make copies and compile *Current Student Screening Booklets*. (pp. 68 - 70)	*Current Student Screening Booklet* Contents: Instructions for the Student (p. 69). School Needs Survey (p. 70).	
(e) Conduct screenings and score protocols.		
(f) Provide parents and teachers with a summary of screening results.		

Current Student Screening Schedule

Student Name	Cooperating Teacher	Date	Schedule Time	Room	Special Needs	Testing *Yes*	*No*

Current Student Screening Booklet
(pp. 68-71)

Student's Name ☐ Male ☐ Female	
Date of Birth	Grade
Student ID#	
Teacher's Name	
Today's Date	

Current Student Screening Booklet: Instructions for the Student

This public school district places great value on the quality of its programs. We are constantly concerned with how we can continue to improve and coordinate our efforts with families and students in the area.

We believe that a better understanding of current students and their families will help provide information which could lead to a better educational experience in school.

We would like to learn more about you and your family . . . more about *your* attitudes and feelings toward your family, school, community service organizations, and the community in general.

We would appreciate your cooperation in filling out these forms. We emphasize that all survey information you contribute is strictly *confidential.*

Thank you for your time and effort.

Current Student Screening Booklet: School Needs Survey

This part of the survey asks how you feel about your school. There are ten statements about the quality of education. For each statement, indicate how you feel.

1 = Strongly Disagree (SD)
2 = Disagree (D)
3 = Neutral (N)
4 = Agree (A)
5 = Strongly Agree (SA)

Statement	Response *Check*				
	1 SD	2 D	3 N	4 A	5 SA
1. This school does a good job teaching students how to read, write, and do arithmetic problems.					
2. The teachers in this school and their teaching methods are good.					
3. Teachers encourage students to think about jobs and get ready to live on their own after high school.					
4. The kinds of books, filmstrips, and movies used are good.					
5. Students are interested in their classroom work and sports and clubs.					
6. Student discipline and school safety are maintained.					
7. Grading and promotion practices are reasonable and fair.					
8. Counseling and guidance services at this school are good.					
9. I am encouraged by my parent(s)/guardian(s) to get ready to live on my own after high school.					
10. Teachers encourage me to learn things that will help me get ready to live on my own after high school.					
11. Teachers should contact parents and encourage them to support school activities.					

We are now nearing the end of this survey. You have told us much about your school, work, and family experiences. As you think about it now, what do you see as the most important help to you as a young adult?

____

____

____

____

(continued)

Are there any last things you would like to tell us about how the time you spent in school has made a difference in your life today?

____

____

____

____

Thank you for your help and cooperation in completing our survey.

Objective 3.3: To conduct a brief survey of families with low performing offspring.

The following checklist is provided to assist you in completing the objective set forth in this section. It is also your index to the forms we have provided for you to copy and use as needed.

Steps to Accomplish Objective	Forms Included (title and page no.)	Date Completed
(a) Notify parents as to the purpose of family screening.		
(b) Schedule the family screening interviews.	Family Screening Interview Schedule (p. 73).	
(c) Make copies and compile *Family Screening Booklets*. (pp. 74 - 82).	*Family Screening Booklets* Contents: Instructions for Interviewer (p. 75). Instructions to Parents (p. 76). Family History Questionnaire (p. 77). Sibling Information (p. 78). Family-School Contact (p. 79). Child's Activities at Home (p. 80). Parents' School Needs Survey (pp. 81 - 82).	
(d) Conduct the screening interviews for each target family.		
(e) Review and clarify responses to each interview question.		

Family Screening Interview Schedule

#	Name	School Classification	Date Interviewed	Time For Interview	If No Interview, Why Not

Exercise 3, Objective 3.3 (c)

Family Screening Booklet

(pp. 74-82)

Target Student's Name ☐ Male ☐ Female	
Student's Grade	Student's Date of Birth
Target Parent's Name	
Relationship to Child	
Interviewer	
Today's Date	

82

Family Screening Booklet: Instructions for Interviewer

1. Call to schedule an interview for
Parent Name

☐ Yes ☐ No

Date	Why Not? *Briefly describe*
Time	
Place	

Complete Interview Schedule form for this youth (attached)

2. Conduct the interview
Check appropriate answer box

a. ☐ by phone ☐ in person
b. Proper interview environment? ☐ Yes ☐ No
If no, why not

c. Asked additional "probe" questions? ☐ Yes ☐ No
d. Unusual circumstances? ☐ Yes ☐ No
If yes, briefly explain

3. Add interview information on this family to the profile sheets in Exercise 3, Objective 3.4(c).

Family Screening Booklet: Instructions to Parents

This public school remains committed to providing individualized programs of high quality for all students and all families in the community. We believe that positive communication between the family and the school is a major part of providing meaningful instruction for children. We would like to learn more about you and your family. We value your attitudes and feelings toward your child and toward public schools. Your answers to this questionnaire will help us continue to develop successful and appropriate educational programs for your children.

We emphasize that all information you provide today is *strictly confidential*.

Thank you for your time and cooperation.

Family Screening Booklet (Part A): Family History Questionnaire

Information on families will help us to educate your child. We would like to obtain some background information on your family.

Please fill in the following information on *all* individuals living in your family home.

Father/Father Figure	**Mother/Mother Figure**
Name *First, Last*	Name *First, Last*
Relationship to Target Child	Relationship to Target Child
Date of Birth *Mo./Day/Yr.*	Date of Birth *Mo./Day/Yr.*
Highest Grade Completed	Highest Grade Completed
Present Employer	Present Employer
Job Title	Job Title
No. of Yrs. in that Position	No. of Yrs. in that Position

Adults Living at Home

Name *First, Last*	Name *First, Last*
Date of Birth *Mo./Day/Yr.*	Date of Birth *Mo./Day/Yr.*
Relationship to Family *Aunt, Eldest Son, etc.*	Relationship to Family *Aunt, Eldest Son, etc.*
Highest Grade Completed	Highest Grade Completed
Present Employer	Present Employer
Job Title	Job Title
No. of Yrs. in that Position	No. of Yrs. in that Position

Exercise 3, Objective 3.3(c)

Family Screening Booklet: Sibling Information

Now I'd like to ask you a few questions about ________________________ and your other children.
(Child's Name)

Please tell me the first name and age (**as of interview date**) of each of your children, beginning with the oldest. Include children who are living at home with you as well as those who are not living at home at this time. Please be sure to include all children, even those who are not your children by birth.

What is the last grade completed in school by each of your children? What is the name of the teacher for that grade? **(enter below)**

Also add the name of the school each child attends or a present job. **(enter below)**

In the last column, indicate how your child is related to you, for example, by birth, foster child, stepchild, or adopted child. **(enter below)**

Name/Age	Last Grade Completed	Teacher's Name	School and/or Present Job	Child's Relationship to You
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

Family Screening Booklet: Family-School Contact

Please provide the following information regarding your contact with your child's teacher during the current school year.

1. When did you last contact the school?

   a. ☐ within the last two weeks.
   b. ☐ within the last month.
   c. ☐ within the last three months.
   d. ☐ more than three months ago.

2. What was the reason for the contact?

   a. ☐ Behavioral problem
   b. ☐ Academic problem
   c. ☐ Vocational problem
   d. ☐ Progress review
   e. ☐ Other *Specify* ____________________

   ____

3. How would you rate the quality of your child's education?

   a. ☐ Excellent
   b. ☐ Above average
   c. ☐ Average
   d. ☐ Poor

4. How would you rate the quality of communication between you and your child's teacher?

   a. ☐ Excellent
   b. ☐ Above average
   c. ☐ Average
   d. ☐ Below average
   e. ☐ Poor

5. What additional training or skills do you think your child needs?

   a. ☐ Job skills
   b. ☐ Academic skills
   c. ☐ Social skills
   d. ☐ Other *Specify* ____________________

   ____

Exercise 3, Objective 3.3(c)

Family Screening Booklet: Your Child's Activities at Home

1. Please list your child's favorite sports, games, or other leisure activities.

☐ None

Compared to other children of the same age, about how much time does he or she spend on each?

	Don't Know	Less Than Average	Average	More Than Average
a. ____________________	☐	☐	☐	☐
b. ____________________	☐	☐	☐	☐
c. ____________________	☐	☐	☐	☐

2. Please list any organizations, clubs, teams, or groups your child belongs to.

☐ None

Compared to other children of the same age, how active is he or she in each?

	Don't Know	Less Than Average	Average	More Than Average
a. ____________________	☐	☐	☐	☐
b. ____________________	☐	☐	☐	☐
c. ____________________	☐	☐	☐	☐

3. Please list any jobs or chores your child has. For example: paper route, babysitting, making bed, etc.

☐ None

Compared to other children of the same age, how well does he or she carry them out?

	Don't Know	Less Than Average	Average	More Than Average
a. ____________________	☐	☐	☐	☐
b. ____________________	☐	☐	☐	☐
c. ____________________	☐	☐	☐	☐

4. About how many close friends does your child have?

☐ None ☐ 1 ☐ 2 or 3 ☐ 4 or more

5. About how many times a week does your child do things with them?

☐ Less than 1 ☐ 1 or 2 ☐ 3 or more

Exercise 3, Objective 3.3(c)

Family Screening Booklet (Part B): Parents' School Needs Survey

This part of the survey asks how you feel about public schools in this community. There are ten statements about the quality of education. For each statement, indicate how you feel.

1 = Strongly Disagree (SD)
2 = Disagree (D)
3 = Neutral (N)
4 = Agree (A)
5 = Strongly Agree (SA)

	Statement	Response *Check*				
		1 SD	2 D	3 N	4 A	5 SA
1.	This school does a good job teaching students how to read, write, and do arithmetic problems.					
2.	The teachers in this school and their teaching methods are good.					
3.	Teachers encourage students to think about jobs and get ready to live on their own after high school.					
4.	The kinds of books, filmstrips, and movies used are good.					
5.	Students are interested in their classroom work and sports and clubs.					
6.	Student discipline and school safety are maintained.					
7.	Grading and promotion practices are reasonable and fair.					
8.	Counseling and guidance services at this school are good.					
9.	Parents should encourage school age sons and daughters to get ready to live on their own after high school.					
10.	Teachers should contact parents and encourage them to support school activities.					

We're coming to the end of the interview now. We've talked a lot about you, your family, the schools, and the community. You've told me a great deal about your experiences as a parent in a number of areas. As you think about it now, what do you see as the most important source of help to you as a parent?

____

____

____

(continued)

Parents' School Needs Survey (continued)

Is there anything else you would like to tell us about your child and his or her needs at school?

____

____

____

Thank you for your time and cooperation with our survey.

Objective 3.4: To identify successive groups of families for outreach referral.

The following checklist is provided to assist you in completing the objective set forth in this section. It is also your index to the forms we have provided for you to copy and use as needed.

Steps to Accomplish Objective	Forms Included (title and page no.)	Date Completed
(a) Identify local criteria for referral to the outreach program.	Local Screening Criteria (p. 84).	
(b) Profile characteristics of each target student.	Profile of Target Students' School Records (p. 85). Profile of Target Students' Test Scores (p. 86). Profile of Students' Prevocational Interests (p. 87).	
(c) Profile characteristics of each target family.	Profile of Parent Characteristics (p. 88). Profile of Sibling Characteristics (p. 89). Profile of Family-School Contact (p. 90). Profile of Students' Activities at Home (p.91). School Needs Survey: Student and Parent Responses (p. 92).	
(d) Evaluate each family's need for outreach.		
(e) Match target families with available outreach programs.		
(f) Periodically update family referral lists.		

Exercise 3, Objective 3.4(a)

Local Screening Criteria

Discuss with members of your advisory committee and identify local criteria for referring families to your outreach program. In general, families should be referred when their children are performing at below average levels. Use this form to delineate *your* criteria for identifying above average, average, and below average student performance.

Behavioral Criteria

Above Average Students

1. ______________________________
____
2. ______________________________
____
3. ______________________________
____

Average Students

1. ______________________________
____
2. ______________________________
____
3. ______________________________
____

Below Average Students

1. ______________________________
____
2. ______________________________
____
3. ______________________________
____

Profile of Target Students' School Records

Transcribe information on this form from "Current Students' School Record Summary" (p. 63) which organized information on *all* students participating in your screening activities.

Student Name	School Classification	Current G.P.A.	Class Rank	Comments

■ **Exercise 3, Objective 3.4(b)**

Profile of Target Students' Test Scores

Obtain IQ, reading, and math test scores from the school records of each target student. Obtain the LOC (Locus of Control) score from Objective 3.2(e). Follow test manual directions when scoring all test protocols.

	Test Scores				
Student Name	IQ	Read	Math	LOC	Comments

Profile of Students' Prevocational Interests

The COPS instrument (Appendix C) provides a numerical score for 14 types of prevocational (job) interests. The two highest scores are "COPS Likes" and the two lowest scores are "COPS Dislikes."

Student Name	COPS Likes		COPS Dislikes		Comments
	#1	#2	#1	#2	

Exercise 3, Objective 3.4(c)

Profile of Parent Characteristics

Obtain information from Family Screening Booklet, Exercise 3, Objective 3.3(c). Add comments.

	MOTHER		FATHER		
Student Name	Education	Occupation	Education	Occupation	Comment

Profile of Sibling Characteristics

Obtain information from Family Screening Booklet, Exercise 3, Objective 3.3(c). Add comments.

Student Name	Birth Order	Number Siblings	# Siblings Enrolled In			Comments
			Rg. ED	Sp. ED	At Risk	

Exercise 3, Objective 3.4(c)

Profile of Family-School Contact

Obtain information from Family Screening Booklet, Exercise 3, Objective 3.3(c). Add comments.

Student Name	(1) Last Contact	(2) Reason for Contact	(3) Quality of Education	(4) Communication with Teacher	(5) Additional Skill Training	Comments

98

Exercise 3, Objective 3.4(c)

Profile of Students' Activities at Home

The Family Screening Booklet asks the parent to rate his or her child's activities at home as below average (1), average (2), or above average (3). Ratings for leisure interests, clubs and organizations, and jobs or chores are included. Summarize parent ratings on this form.

Student Name	Parent Rating				Comments
	# Close Friends	Leisure Interests	Clubs Organizations	Jobs Chores	

Exercise 3, Objective 3.4(c)

School Needs Survey: Student and Parent Responses

Obtain information from the Current Student Screening Booklet, Exercise 3, Objective 3.2(c) and from the Family Screening Booklet, Exercise 3, Objective 3.3(c).

Student Name	Date Screened
Parent Name	Date Interviewed

This form summarizes student *and* parent responses to the School Needs Survey. Copy as needed so as to complete one form for each target family. Compare student and parent responses when deciding which families to refer to your outreach program.

School Needs Survey		Student Response	Parent Response
Question	Topics		
1.	Basic Academic Training		
2.	Quality of Teaching		
3.	Preparation of Jobs		
4.	Audiovisual Materials		
5.	Student Interest in School		
6.	Student Discipline		
7.	Grading Policies		
8.	Counseling Services		
9.	Parental Encouragement		
10.	Teacher-Parent Contact		

4

Program [illegible] Implementation

Overview

This section of the manual provides answers to practical questions about how to carry out planned daily activities for your outreach program. A diagnostic-prescriptive approach is featured.

- Strategies used to diagnose different strengths and weaknesses in target students and their families are discussed.
- Strategies used to translate assessment information into a curricular sequence of outreach activities are also presented.

The ultimate goal is to help you achieve a proper balance between the instruction each special needs youth receives at school and the support he or she is afforded at home. Experience gained from piloting similar outreach programs in Wisconsin schools is used to debate the pros and cons of alternative implementation strategies.

Key Words

Information Brokerage is the dispensing of regular written and verbal communications informing parents of local transition related services, for example, job training opportunities, which their special needs offspring may need upon high school exit.

Parent Group Meetings are monthly meetings which take place at school or at family homes during which transition related information (job seeking skills) is presented by school or agency staff. This information is discussed by parents participating in small support groups (six to eight people).

Individualized Counseling is advice given to individual target parents on how to apply parent group lessons in solving particular transition problems for their families. When necessary, referrals may be made to cooperating local agencies for more intensive therapy.

Consult glossary (Appendix B) for more definitions.

What Families Can Do to Help

Preventive education offers the potential of reducing the adjustment difficulties which often accompany developmentally related problems among students with special needs. However, the challenge of effectively implementing a prevention strategy remains.

The University of Wisconsin Research Program demonstrates that observations made of family functions within the home environment should become the basis upon which effective treatment for special needs students who are having problems with vocational education is prescribed. Family processes which exert a positive influence on students' performance can be reinforced through family outreach and built on and extended by teachers at school. On the other hand, family influences which are detrimental can be made part of a more comprehensive preventive education technology.

The scenario for this section presents Joe, a 14-year-old boy, who questions the value of school. Joe's attitude is typical of many youth with special needs who are referred to vocational education programs. When reading his scenario, consider whether or not Joe's family may have inadvertently reinforced his negative opinions. Also consider what practical steps Joe's teachers might take to work with his parents to develop a more positive attitude toward education, in general, and vocational education, in particular.

Problem Scenario 4: "Joe" (14 years old)

Joe is a 14-year-old boy in regular education who was identified as being "at risk" for high school adjustment problems and a potential drop-out. As a middle school student, Joe's tested reading skills were average for his grade, but his math skills were three grades below average. Joe's teachers rated his behavior at school as frequently inappropriate and disruptive to other students. Joe's school records indicated that he was frequently tardy and he had many unexcused absences during eighth grade.

Joe comes from an average, middle class, well-known, and respected family in the community. Both his father and his mother graduated from the local high school. His father is the manager of the town's only grocery store. His mother is a full-time homemaker and part-time secretary. Joe has two older brothers. Both brothers graduated from high school, completed apprenticeship training programs, and now hold full-time jobs as carpenters. Joe often complains that he is "stuck in school" while his brothers are "working and living on their own" in a nearby community.

When Joe entered high school he was referred for placement in the Work Experience and Career Exploration (WECEP) Program. WECEP provided Joe with structured prevocational experiences and individualized counseling as an adjunct to his high school class schedule. There were ten ninth grade WECEP students (including Joe) who met daily during one class period and who were also afforded part-time (five to eight hours per week) paid (minimum wage) employment at the local park service. The WECEP teacher monitored the students' academic progress and made referrals for peer tutoring as needed.

Initially, Joe's performance in WECEP was very good. He arrived for work at the park service on time. He seemed interested and eager to master new job assignments. He often commented that his WECEP pay provided much needed spending money for dates and other leisure time pursuits.

However, at the start of the second semester, Joe's WECEP teacher took another job assignment and a new WECEP coordinator was appointed. Thereafter, Joe's WECEP performance deteriorated. Joe complained that the bus schedule had changed, making it difficult for him to get to the park service on time. The park service supervisor reported that Joe could no longer work independently, and that he frequently had arguments or disagreements with other WECEP students. The frequency of problems increased until one day Joe was sent home early from the park service after repeatedly failing to abide by the "no smoking" rules on the job. The new WECEP coordinator scheduled a meeting with Joe to discuss guidelines for his continuing the program.

It is important to recognize the many strengths of Joe's family. In fact, for this hypothetical student, the family's strengths appear to far outweigh its weaknesses. Moreover, the uniqueness of Joe's family should be considered when developing a preventive education program of family outreach. Practical strategies for providing such an individualized treatment program are discussed in this section of the manual.

What Others Have Done: Previous Approaches to Training Parents at Home

Both the Individuals with Disabilities Education Act (Public Law 94-142) and the Carl Perkins Vocational Education Act (Public Law 98-524) mandate that parents should be actively involved in their children's education at school. In Wisconsin, the **minimum requirement** for vocational education is that parents be informed about the following:

- a summary of program offerings,
- eligibility and admissions criteria, and
- contact person's name, address and phone number.

Moreover, parents in Wisconsin must receive the information at least one year before their child with special needs enters high school.

Legal mandates make it clear that public schools are now expected to go well beyond the usual modes of involving parents in the educational process. However, in an attempt to create a more effective partnership among parents, children, and teachers, the system of public law has presumed that parents are able to become effective partners in this process. This is a presumption for some families with special needs youth.

There are many factors which influence, and determine, parents' school involvement. Often it is the extent of the parents' own personal state of adjustment that influences their support of school programs. In many situations, the parents of special needs youth are found to be socioeconomically, educationally, or psychosocially handicapped or disabled. In these cases, their ability to become involved in the partnership of family and school is compromised. Without the direct support of social services, these parents are unable to take advantage of the intent of public laws (Turnbull and Turnbull, 1982).

The problem for the public schools is twofold: One part lies in the school's traditional view of its limited role as an educational change agent, and a second part is the limited resources the school has to allocate to the problems of special needs children. Many families are afraid of presenting the school with their needs because they deem the school the "authority," and are unaware of the school's responsibility to extend the educational process into the home (Garber, McInerney and Lutzow, 1985). Therefore, in spite of the legally mandated responsibility of the school to involve parents in the educational process, there is no adequate mechanism by which most schools can effectively comply with both the spirit and the letter of the law.

Parental Advocacy Encouraged

Many states, including Wisconsin, have been active in developing outreach programs to increase parental advocacy of their children's education. Efforts by the Wisconsin Department of Public Instruction and the Wisconsin Association for Retarded Citizens are especially noteworthy. The state program (Dobbe-Beebe and Kessler, 1983) is similar to an advocacy program in Nebraska (Vasa and Meers, 1980).

These parent programs emphasize what could be termed an "information-brokerage" approach to family outreach. Schools are encouraged to disseminate to parents information concerning what local services are available and how to access the local system. The general concern of these programs is to help parents become more informed participants in educational decisions which affect their children.

Moreover, research literature has increasingly advocated use of parents in therapeutic treatment roles. This is partly due to the validation of explicit behavioral technology which can guide parents (or other family treatment agents) in the analysis and manipulation of environmental contingencies (Baker and McCurry, 1984; Harris, 1983). Parents have been successfully trained to treat various types of childhood disorders, including antisocial and immature behavior (Holland, 1969), cognitive dysfunctioning (Risley and Wolf, 1966), school phobia (Patterson, 1966), and adolescent delinquency (Stuart, 1971).

The READ Project (Baker and McCurry, 1984; Baker, Heifetz and Murphy, 1980) was an important longitudinal effort to train parents with mentally retarded offspring. There were 160 families who were enrolled in treatment. Target children were classified as organically retarded, functioned at the moderate to profound level, and were generally of elementary school age (7.1 years). Different treatment conditions examined the effectiveness of behavior modification as a training strategy to increase child rearing competence. The treatment program lasted 20 weeks. By the end of the training, there were significant positive changes attributable to treatment, especially with respect to the mother's knowledge of behavior modification techniques and the children's self-help skills. However, one year after training, less than half (44 percent) of the treated mothers continued to use trained child rearing skills.

Limitations Recognized

There are at least four major limitations to the use of the approaches previously described.

First, generally, the treated children were severely handicapped students—mentally retarded, who had specific, identifiable instructional goals, for example, dressing and toileting behaviors. Family training procedures for youth with special needs, or mild learning and behavioral problems, are less clearly defined.

Second, target parents tended to initiate their participation in treatment. Previous studies do not adequately address issues of increasing the commitment of uninterested parents to prescribed training regimens.

Third, despite initial parental enthusiasm, there is little evidence that trained skills are maintained over time. This raises questions regarding the long-term effectiveness of previous approaches.

Fourth, and finally, past parent training efforts have featured an "add-on" model for treatment. Research funds are generally used to hire treatment staff. Thus, parent training becomes an addition to—but is never fully incorporated in—the local school's existing delivery system. This creates a problem for statewide replication, especially with respect to administrative concerns regarding who is to pay for what outreach services in the future.

U.W. Research Program: Two Illustrations of School-Based Family Outreach

The University of Wisconsin Research Program demonstrates how an effective and efficient program of school-based outreach can be implemented. The strategy is illustrated here with respect to results from two recently completed research studies. The two studies share a common concern with a preventive approach to children's education. However, both the characteristics of target families and family outreach goals are different. This emphasizes that a preventive treatment strategy can be generalized.

Effects of Parent Involvement Researched

Family Based Training (FBT) Study involved a preventive education program for parents with mentally retarded adolescent offspring. The treatment goal was to increase the competence of parents to support, and extend at home, objectives for independent living as identified by their children's teachers at school. The study was conducted jointly by the Jewish Vocational Service (JVS, Milwaukee) and the University of Wisconsin-Madison Family Research and Training Center in cooperation with the Milwaukee, West Allis, and Greenfield (Wisconsin) Public School Districts.

An experimental treatment of different approaches to family-based training was created to test the hypothesis that the involvement of parents, working in concert with their seriously handicapped child's public school teacher, could accelerate the rate at which mentally retarded adolescents develop domestic skills and related independent living competence.

There were 80 families who voluntarily participated in the research program, including 57 families with trainable mentally retarded adolescents and 23 families with educable mentally retarded offspring. The families were referred by the public schools, interviewed during a screening intake process, matched for both socioeconomic status and maternal level of verbal fluency, and then randomly assigned to one of three treatment groups: (a) Information Brokerage, (b) Individualized Counseling, and (c) Parent Meeting. Special education high school teachers identified Individualized Educational Plan (IEP) goals for each target child to a staff social worker who, in turn, communicated these IEP objectives to each parent on a regular monthly schedule.

The amount and content of support, that is school-to-family outreach techniques, were varied so that there were three experimental treatment methods of different intensity. **The Information Brokerage Group** received a list of skill goals only. **The Individualized Counseling Group** received both the skill lists and individual counseling to implement IEP objectives at home. **The Parent Meeting Group** received both individual training at home and small group (six to eight caretakers) therapy regarding techniques to teach independent living skills within the home environment. Parent and teacher ratings of the children's adaptive behavior skills, as well as ratings of behavior management skills, were collected before, during, and at the end of the treatment program. In addition, the quality of the psychosocial environment within the home of each target family was assessed at the beginning and end of training.

This study demonstrated the effect of family-based rehabilitation training which is designed to support and extend instructional efforts by special education teachers at school on behalf of mentally retarded youth.

Four additional findings of importance are: (1) TMR and EMR public school students are members of families which differ greatly in their competence to support their offspring's psychosocial development at school, (2) many parents expect and tolerate far lower levels of competency in their mentally retarded offspring at home than these students display at school, (3) progress toward independent living among individual students who have been treated varied across treatment groups, partly as a function of student baseline characteristics, and partly due to observed risk differences in the family's psychosocial environment at home, and (4) involving parents of mentally retarded adolescents in small group meetings was an effective outreach strategy to increase family support and reinforcement of teacher-identified educational objectives, especially among families classified as high risk. It was concluded that FBT, as a treatment program, is effective in increasing the rate at which mentally retarded adolescents achieve personal independence.

This study also demonstrated the feasibility of using a public school rehabilitation agency liaison as a vehicle for delivering family outreach services to parents of mentally retarded adolescents. Participating families were found to respond at higher levels through this program's efforts than previous attempts using more traditional rehabilitation practices. Reasons for increased delivery system efficiency include (a) the role of the rehabilitation agency (JVS) in providing the public schools with a more appropriate perspective regarding the competencies required for independent adult life, and (b) the role of the schools in providing families with direct, prescriptive information regarding how parents could better support existing school programs. The conclusion to be drawn is that various psychosocial barriers exist which impede local service delivery. However, it appears that psychosocial barriers can be overcome by family-based programming which absorbs existing educational and rehabilitation services as part of a coordinated human services delivery program on the local community level.

Preventive Treatment Strategies Studied

Family Resource Center Study was designed to extend the FBT investigation by researching whether providing a preventive education program of sociovocationally focused parent training would significantly improve transition-related performance skills among youth at risk. The delivery system mechanism for both prescribing and providing parent training activities was a public secondary-school-based Family Resource Center. The study, itself, was cooperatively undertaken by the University of Wisconsin-Madison Family Rehabilitation and Training Center and the Stoughton (Wisconsin) Area School District.

Preventive treatment strategies were similar to those employed in the FBT Study. Parent training was varied in intensity as a function of the different training needs of each target family. Training was achieved through (a) information brokerage (low intensity), (b) parent group meetings (medium intensity) and (c) individualized counseling (high intensity). This treatment strategy premised that individualized, prescriptive training of parents would be both effective and efficient. In other words, outreach was provided, as needed, to enable target parents to develop competencies which would strengthen the family's role in the postschool transition process. This would ultimately lessen the need for excessive, or prolonged, postschool community support among target youth at risk.

Preventive treatment was implemented through a Family Resource Center. The Center, itself, was housed in an unoccupied middle school classroom and office within the cooperating school district. It was staffed by paraprofessional case workers. Each staff person had a caseload of eight to ten families per year. Each staff person had three primary responsibilities for each family in his or her caseload: (a) contacting teachers and identifying instructional goals for each target child, (b) interviewing families and developing an individualized program of outreach to train parents to reinforce target instructional goals, and (c) contacting each family at least twice a month and providing all training as prescribed. The Center staff also collected repeated assessments of target parents and youth as required by the research design.

Families with special needs adolescents (14-21 years) and young adults (21-42 years) were studied successively each year for three years. Annual public school referrals were used to identify potential target families. Parents of these families were interviewed and screened to determine both their willingness to voluntarily participate in the study and the family's high versus low risk status. Target parents from families designated as high or low risk were assigned to either the annualized experimental (E: parent training) or control (C: no parent training) cohort. Cohorts of these families have been developed during each of the three successive years of research activity and accumulated as a final pool of 50 E and 50 C families for this investigation.

Each E family received an individualized program of school outreach and parent training at home, as well as prescribed compensatory instruction for target youth at school. The C families received no school outreach or parent training. The target offspring of C families remained in their appropriate school programs and received instructional curriculum sequences similar to their E peers.

In addition, a pool of 50 contrast families was identified and assessed. Contrast families were defined as families with young adult offspring (a) who were labeled in high school as mildly handicapped (EMR, LD, or ED) and (b) who have been living postschool in their local community for at least one year. Assessment of the 50 contrast families was used with C family data to develop a characterization of rates of postschool adjustment in the target community. These data, in turn, provided a base of comparison to the youth in the treatment cohorts.

Analysis of the data indicated that a public school-based Family Resource Center is an appropriate delivery system to coordinate individualized training for parents from both high and low risk families, and thereby prevent postschool maladjustment among youth at risk. In support of this conclusion, consider the following specific research findings derived from the postschool status of the first group of E and C subjects:

- 94 percent of the E youth were competitively employed after high school exit versus a 53 percent rate of employment for C youth.
- E youth were employed 86 percent of the time during the first four months postschool during which time C youth experienced a 42 percent time duration of employment.
- E youth earned roughly twice the wages of C youth on local job sites (E = $404 versus C = $224 average monthly wage).
- The sociovocational competence of the E youth was significantly superior to C skills (Locus of Control scores: E mean = 67 versus C mean = 43).

In addition, efforts by project staff have positively influenced rehabilitation service delivery within the target local community. For example, interagency linkages among public school staff and local social service agency staff have been established through the Family Resource Center. This cooperation has meant better coordination of referrals and the development of more prevention-oriented treatment options for the local social service agency. Thus, it appears that public school outreach to families with adolescents at risk is a strategy that both anticipates transition needs and reduces the likelihood for referral after high school exit.

Studies Summarized

Results from both the FBT Study and the Family Resource Center Study suggest the need to develop a broader view of the treatment needs among different youth with special needs and their families. Public schools can do more to train transition skills at school and to increase psychological support for personal independence at home. However, there is an urgent need to translate findings from the University of Wisconsin Research Program—and other family research—into practical delivery strategies which can then be incorporated into future school and community policies.

In both the FBT and Family Resource Center studies, the differences in each family's commitment to the school's instructional efforts were measured at the beginning of treatment. This commitment ultimately contributed to the amount of treatment benefit the family received. All families benefited from training. However, parents from families classified as high risk benefited most, particularly through the treatment support of the Parent Meeting Group.

There are at least two factors which seem to provide reasonable explanations for these findings.

First, it should be noted that a family's psychosocial characteristics are a risk-derived estimate regarding the likelihood that parents will be able and willing to support their child's development. Accordingly, it is usually anticipated that low-risk families will bring additional resources to training situations, both in terms of more appropriate styles of family functioning and increased personal strengths, for example, motivation and perseverance. It is further expected that these additional resources will yield increased benefits to training. However, what might be termed a "debt of responsiveness" to prescribed training was observed. This means that the potential of low-risk families to respond to training may not have been realized due, in effect, to undertraining of target skills. Strengths of a family home environment, for example, leisure interest outside the house, can become a distraction during training. Such baseline differences may have contributed to observed differentials in family responsiveness to prescribed training regimens.

Second, it was acknowledged at the beginning of both projects that the high-risk family is typically comprised of individuals who—on the surface—appear unable, or disinterested, in treatment support programs. These two studies clearly show that a patient, direct, individualized, and prescriptive training program is effective and can result in substantial gains for high-risk families. Parent support groups appear to be an especially effective strategy to nurture confidence among high-risk parents and to increase these caretakers' motivation to support their children's special instruction at school.

This finding is significant because high-risk families, such as those in this study, are often ranked as "intractable" by social services, but are actually capable of much more. Furthermore, such families, without help, often have endemic problems that are intergenerationally recycled to their children. Without appropriate training, members of high-risk families become major burdens to the local care provider system in terms of time, effort, and cost.

Programs of school-based outreach, such as those described here, may not be appropriate for all families. Many families are already assuming preventive training roles on their own. Other families with desperate needs would refuse to participate in training regimens even if the extra help was offered.

At the same time, without school-based outreach initiatives, willing families with treatable needs will receive no assistance. Members of these families constitute a lost benefit to the community. Failure to utilize the natural support system as a training resource, in these instances, increases social support costs over time and creates more harm than good. This eventuality is particularly difficult to accept since high-risk families tend to demonstrate relatively greater training benefit. This finding, in turn, suggests that school-based outreach may have an especially desirable effect in reversing the tendency to transfer dysfunction from parent to child.

Preventive Education Model: How to Sequence Family Outreach Activities

Within a model of preventive education, it is important to sequence family outreach activities longitudinally. This can be accomplished by first anticipating future care needs through prescriptive assessment, then providing coordinated prescriptive treatment at home and at school. In other words, prevention requires a diagnostic-prescriptive approach which specifically links assessment and treatment strategies over time.

This part of the manual is divided into two sections. Part A describes practical steps for *prescriptive assessment*, part B describes practical steps for the *prescriptive treatment* of youth with special needs and their families. Although programs of outreach to families are featured, strategies to coordinate service at home and at school are also described. The result is a "student-driven" delivery system in which outreach activities at home are specifically designed to improve and extend the impact of ongoing instructional efforts at school.

Part A –
Prescriptive Assessment

Purpose: Prescriptive assessments (Objectives 4.1 through 4.4) will provide the required information to diagnose individual outreach needs for each target youth and his or her family.

There are at least four reasons why prescriptive assessments are required for your outreach program:

First, youth with special needs are individually different in their postschool aspirations. For example, one student may seek to continue his or her education at a technical college or trade school, while another may want to find full-time employment immediately after high school graduation. It is important to accurately diagnose these differences in order to properly identify the transition goals of each student.

Second, families of special needs youth are also different from one another. In particular, parents differ in their willingness and competence to support their children's vocational education at school. The mix of outreach, the intensity of outreach, and the duration of outreach should all be varied according to your diagnosis of these family differences.

Third, because prescriptive assessments are comprehensive, they provide the baseline information necessary to properly evaluate your outreach program. A preventive approach not only anticipates future needs, but also monitors progress over time and modifies prescribed treatments as needed. Baseline protocols, as described herein, can be easily reduced for repeated assessment of student and family progress in achieving transition goals.

Fourth, and finally, prescriptive assessment will begin the process of coordinating transition services in your community. For example, assessment activities will include coordinating the schedules of different teachers and other support staff at your high school. Staff cooperation in assessment will, in turn, help establish the intra-school liaisons necessary to pull together the home-school activities. Similar coordination on your part, and cooperation on the part of target families, potential employers, and other local agencies will also be required. The benefit of this cooperation will be a more effective and efficient system.

Objective 4.1—Part A: To develop and implement a "plan of action" for conducting the prescriptive assessments.

Steps: *(See also exercise 4—part a)*

- **(a)** Notify parents and teachers as to the purpose of prescriptive assessment.
- **(b)** Purchase multiple copies of the assessment protocols *(Appendix C)*.
- **(c)** Copy and compile *Target Student Interview Booklet* (pp. 116 - 119).
- **(d)** Copy and compile *Target Family Interview Booklet* (pp. 120 - 127).
- **(e)** Copy and compile *Teacher Rating Booklet* (pp. 128 - 129).
- **(f)** Identify one "Home Visitor" for each target family.
- **(g)** Consult with parents and teachers about the assigned home visitor.
- **(h)** Complete Home Visitor Caseload Worksheet.

Experience in the University of Wisconsin Research Program clearly shows the importance of notifying and reminding students, families and their service providers about the purpose of your outreach program. People simply want to be told what is going on. There is a need for notification at the beginning and at the end of your screening effort (see section 3 for details). An example of an outreach letter used in the University of Wisconsin Research Program to inform parents about prescriptive assessment is provided in exercise 4 at the end of this section.

It is also necessary to prepare a booklet of assessment protocols for target students, their families, and their teacher. The inclusion of three standard instruments of personal behavior and general knowledge is recommended. They are: the Behavior Rating Profile (BRP), the Test of Practical Knowledge (TPK), and the Family Environment Scale (FES). (See Appendix C.)

108

Behavior Rating Profile. The BRP has three forms, one for students, another for teachers, and a third for parents. The BRP-Student form is a 60-item set of true/false questions which provides a self-rating of the student's behavior at home, at school, and with peers. The BRP-Teacher and the BRP-Parent forms are each a set of 30 questions which rate, respectively, the teacher's and the parent's perception of the student's behavior. BRP scores are expressed as percentile rankings. Scores 0-35 indicate below average performance, scores 36-65 are average and scores 66-100 are above average.

Test of Practical Knowledge. The TPK is a 90-item set of multiple choice questions which evaluates the student's knowledge of personal, social, and occupational skills needed for independent young adult life. The Personal, Social, and Occupational Subtests, as well as the total score, are nationally normed. Percentile scores should be interpreted as indicating performance at below average (0-35 scores), average (36-65 scores), or above average (66-100 scores).

Family Environment Scale. The FES is a 40-item set of true/false questions which provides information on the quality of the families psychosocial environment at home. There are ten social climate subscales: cohesion, expressiveness, conflict, independence, achievement-orientation, active-recreational orientation, moral-religious emphasis, organization and control. The test manual provides instructions for converting raw scores to scale scores as well as some interpretation of the resulting profiles of family characteristics.

As was the case with recommended screening protocols, these instruments can be compiled within standard assessment booklets. This has the advantage of organizing all required assessments in one place. This will also help you to see that the entire battery is completed by each student and parent enrolled in your outreach program. The names and addresses of publishers of these recommended instruments are provided in Appendix C. Exercise 4 gives instructions for compiling the booklets.

The next step is to identify one "home visitor" for each target family enrolled in your outreach program. Suggestions for recruiting, hiring, and training the home visitor staff were previously discussed (see section 2). When matching a home visitor with a target family, the following questions should be considered:

- Is the family receptive to the home visitor?
- Is the home visitor receptive to the family?
- Does the home visitor have the time, energy, and resources to meet this family's needs?

These questions are, obviously, not easily answered. The point is to ensure that both the family and the home visitor agree to the cooperative relationship that you are forming. Ask both sides. Start a dialogue. If necessary, be prepared to re-assign home visitors. A person who does not work out with one family may be the "perfect" home visitor for the next target family on your list. Monitor the situation to be sure that the match you have made is appropriate for all concerned.

Once a home visitor has been assigned to a target family, he or she can begin contacting each target student's parents and teachers to schedule times for the prescriptive assessments. About one class period (50 minutes) will be required for the Student Interview; about 30 to 40 minutes will be required for the Family Interview. Provisions should be made to re-schedule interview appointments that are missed due to illness, work conflicts, or other personal circumstances.

Objective 4.2—Part A: To conduct prescriptive assessments for each target student at school.

Steps: *(See also exercise 4—part a)*

(a) Obtain target students' class schedules.
(b) Schedule the Student Interview for small groups of target students.
(c) Provide cooperating teachers with a Teacher Rating Booklet for each target student.
(d) Resolve any "logistical" problems with cooperating teachers.
(e) Help proctor testing of small groups of students.
(f) Provide individual testing of students as appropriate.
(g) Score and record all completed Teacher Rating Booklets.

It is important to provide for the individual needs of each student targeted for prescriptive assessment. Some students will report that the recommended protocols were "easy." Others will complain that the tests were "too hard." Most students will finish the Student Interview in one (50-minute) class period. Others will need more time. The Student Interview can be appropriately administered to small groups (eight to ten students), but it will be necessary to provide for individualized test environments in some cases. This is likely for students with poor reading comprehension.

The general rule should be to individualize each testing situation to maximize the performance of each target student. Consult with your cooperating teachers to identify and accommodate individual student needs. Provide help in reading test items, if needed. Check on small group testings and, if necessary, re-schedule the assessments if the test environment is not suitable. Some students will lack the personal motivation and perseverance to complete their booklets as scheduled. These students should be retested. As is the case with any testing situation, you will also need to make provisions to re-test students who are absent due to illnesses or other personal circumstances.

▶ Objective 4.3—Part A: To conduct a Family Interview with the parents of each target student.

Steps: *(See also exercise 4—part a)*

- **(a)** Schedule a convenient time for the Family Interview.
- **(b)** Set a standard interview environment in the family home.
- **(c)** Inform the parents, by letter if appropriate, that the interview is voluntary and confidential.
- **(d)** Ask follow-up "probe" questions to clarify responses of parents.
- **(e)** Write anecdotal comments to explain unusual circumstances.
- **(f)** Score and record all completed Family Interview Booklets.

The Family Interview will be, in many cases, the home visitor's first personal contact with target parents on his or her case load. It is important to make a good first impression. Use the interview to begin building bonds of trust and cooperation with each family.

State clearly at the outset the purpose of the Family Interview, namely to find out about the parents' view of their son or daughter in order to improve education at school. Remind the parent that the interview is both confidential and voluntary. Respect the parents' right to decline to answer some questions. Be prepared to stop and re-schedule the interview in case of a family emergency or unexpected crisis. Make sure that you answer all questions asked by the parents, either at the time of the interview or, if you are unsure of the correct answer, during a subsequent visit or follow-up phone call. At the end of the interview, take the time to talk with the parents informally and confirm your willingness to work with the parents on behalf of the child.

The Family Interview will be different from the Student Interview in that parents should be interviewed at home rather than at school. This has the advantage of providing the home visitor with a perspective and direct view of the home environment. This will help in understanding the special family circumstances and the challenges facing the target student. Furthermore, a home visit is on the parents' "turf." This may help the parents feel more comfortable, relaxed, and frank when discussing their child's special needs.

Do set a standard environment in each home. Upon entering the home, quickly find a quiet place to conduct the interview, preferably where there is a table. The interview is best conducted in private. This avoids distractions, such as from young children, and encourages an open dialogue with the parents. Be sure to ask follow-up questions, if needed, to clarify a parent's response to a particular question. Immediately after leaving the home, write down anecdotal comments to explain any unusual situations or circumstances that you encountered. These may prove to be important in identifying proper treatment plans for the family and for the child.

Objective 4.4—Part A: To profile each target family's strengths and weaknesses per competency domain.

Steps: *(See also exercise 4—part a)*

(a) Compile screening and assessment information on each target youth.
(b) Compile available interview information on each target family.
(c) Evaluate the "strengths" of each target family.
(d) Evaluate the "weaknesses" of each target family.
(e) Summarize available student and parent information on the Student and Family Profile Sheets.

Exercise 4—Part A provides four forms to use in summarizing all screening and assessment information on each target student and his or her family. There is space to record each answer to each question in the recommended student, teacher, and family protocols. Duplicate these four forms for each target student and family.

Both the Student Profile Sheet and the Family Profile Sheet are organized with respect to the competency domains of physical growth, intellectual growth, social-emotional growth, and academic growth. These four domains were derived from results of the University of Wisconsin Research Program. They comprise four possible problem areas for your evaluation of student performance and family functioning.

Table 4.1 shows possible developmental concerns for student performance within each competency domain. Both age-appropriate behaviors and possible problem behaviors are illustrated. The information in the table presents a composite picture of youth who participated in the University of Wisconsin Research Program. It is possible to compile similar pictures of individual youth and families referred to your outreach program by completing the forms in exercise 4.

It is important to acknowledge both the strengths and weaknesses of each target student and his or her family. Presume that each individual referred to your outreach program is unique. Do not expect to find major disruptive or life-threatening problems. Your prescriptive assessment activities should be designed to detect subtle—not obvious—differences in students and families. Remember that the purpose of prescriptive assessment is to provide the required information to diagnose individual outreach needs. Each assessment will lead directly to prescriptive treatment plans.

Part B—Prescriptive Treatment

Purpose: Prescriptive treatments (Objectives 4.5 through 4.11) will sequence an individualized mix, intensity, and duration of outreach activities for each target youth and family.

Prescriptive treatment means that each instructional activity follows a recommended order or sequence. Within a preventive education model, this requires your efforts to anticipate transition needs just before, during, and after each student's high school career. Prescriptive assessment strategies, as previously described, will provide the required base of information for each target student and family referred to your outreach program. This part of

Table 4.1

Adolescent Problem Child Developmental Concerns

Concern	Age Appropriate	Possible Problems
Physical Growth	Seldom absent due to health problems	Frequent common illnesses/minor health complaints
Intellectual Growth	Appreciates interrelationships among past, present, and future behaviors	Lacks sophisticated hypothesis testing abilities
Social-Emotional Growth	Developing personal self-confidence and goals for adult life	Lacks confidence and skills to resolve complex social situations
Academic Growth	Acquiring technical skills needed for adult careers	Poor work habits interfere with academic progress

the manual describes how to translate this information into prescriptive treatment plans at school and at home.

Prescriptive treatment at school requires that you provide a sequence of vocational education (or other) transition-related objectives to prepare youth with special needs for postschool jobs. Prescriptive treatment at home requires that you provide a sequence of outreach activities which extends the impact of instructional activities at school. It is important to achieve a proper balance between home and school. Balanced instruction through home-school coordination of activities is the key to individualizing treatment plans.

Prescriptive treatment at home can be individualized with respect to the mix, intensity, and duration of planned outreach activities.

Mix of Activities. Outreach can be varied across the four competency domains of physical, intellectual, social-emotional, and academic growth.

Intensity of Activities. Outreach can be varied at three levels: (a) information brokerage (low), (b) parent meeting (medium), and (c) individual counseling (high).

Duration of Activities. Outreach can be varied to target only key transition points, that is, high school exit; or provided more frequently, that is, throughout high school.

It is wise to consult with each student's cooperating teacher regarding the mix of planned outreach activities and to formally contract with both teachers and parents on the issues of intensity and the duration of planned activities at home.

▶ Objective 4.5—Part B: To produce "activity logs" which summarize required methods and materials for the family outreach curriculum.

Steps: *(See also exercise 4—part b)*

(a) Contact local and state agencies regarding possible outreach services.

(b) Begin compiling a Directory of Family Services.

(c) Complete "activity logs" on the Information Brokerage Outreach.

(d) Complete "activity logs" on the Home Visit Outreach.

(e) Update your Directory of Family Services annually.

You can begin to develop a family outreach curriculum by producing a series of "activity logs" which summarize required methods and materials. As such, activity logs are lesson plans for outreach. Writing logs is a continuing process that over successive school years builds up a "library" of instructional formats for students and their families. You should periodically review your library of outreach methods and materials and decide which activities are recommended for particular instructional goals and objectives.

Local and state agencies are a good source of ideas for your activity logs. You are not the first person in the state to work with families. You can avoid "re-inventing the wheel" by first learning what others have done. It pays to review library materials. Some libraries, such as the University of Wisconsin-Madison Instructional Media Center, have demonstration kits of parent training materials for you to examine—and even try out—at no cost. Professional organizations and interest groups, such as the Wisconsin Association of Retarded Citizens or Wisconsin Planned Parenthood are also good sources for ideas. Local hospitals and clinics, social service agencies, and other community-based organizations should also be contacted. Finally, ask others if they know of sources you can contact. You may be surprised to learn how many different types of family-based programs are available in your community.

Objective 4.6—Part B: To prescribe the mix of outreach activities required to support the student's transition goals at school.

Steps: *(See also exercise 4—part b)*

- (a) Identify a cooperating teacher for each target student.
- (b) Consult with the teacher about transition goals for the student.
- (c) Match the student's transition goals with proper competency domains. *(See Tables 4.2 and 4.3, pp. 110 - 111.)*
- (d) Identify "5-step" sequence of planned family activities. *(See table 4.4, p. 112)*
- (e) Review the sequence of activities with the student's teacher.
- (f) Repeat steps (a) through (e) for all remaining target students.

It is important to identify one cooperating teacher for each target student enrolled in your outreach program. This teacher will be responsible for a sequence of vocational education (and other) transition-related instructional activities at school. Different teachers can accept this new responsibility in addition to their existing duties at school. This approach is similar to that used to develop Individual Educational Plans (IEPs) for special education students. Alternatively, available school resources can be reallocated to create a new position for an Individual Transition Plan (ITP) Coordinator. This will require that existing staff redefine their shared job responsibilities with respect to courses taught and time for lesson planning. Reallocating resources by redefining staff responsibilities will permit school administrators to assign duties for ITP coordination to an existing staff person. Discuss with school administrators and members of your advisory board which approach is best for your district.

The University of Wisconsin Research Program provides examples which illustrate how to sequence family outreach activities in support of instructional activities at school. A five-step sequence is recommended.

1. **Identify.** Specify what target behaviors are to be changed, by whom, when, how.
2. **Contract.** Establish guidelines for behavioral expectations at home and at school.
3. **Group Meeting.** Form small groups of parents (five to eight) to discuss common child rearing concerns.
4. **Monitor at Home.** Review compliance with the contract by both parent and child.
5. **Feedback at School.** Discuss strengths and weaknesses of the outreach program and modify the contract as needed.

Table 4.4 provides an outline of these five steps as they relate to the topics of parent-adolescent child communication, study skills, and postschool jobs.

The home visitor and cooperating teacher or ITP Coordinator for each target student should meet to discuss the mix of planned outreach activities. A four-part process should be followed.

First, identify a transition goal for one target student. Use your prescriptive assessment of the student's strengths and weaknesses to identify a proper goal.

Second, match the goal with the corresponding student competency domain. This will help you identify possible activity logs for planned outreach sequences at home.

Third, identify a five-step sequence of planned activities at home and at school. Remember to coordinate instruction in both settings.

Fourth, review the planned sequence of activities. Both the teacher and the home visitor should evaluate the balance of planned home-school activities. This four-part process should be repeated for each target student referred to your outreach program.

Objective 4.7—Part B: To contract with each target parent about the frequency and duration of all planned outreach activities at home.

Steps: *(See also exercise 4—part b)*

(a) Schedule a home visit to discuss the Outreach Contract.
(b) State again that family participation is confidential and voluntary.
(c) Reach consensus with the parent about the frequency of outreach.
(d) Reach consensus with the parent about the duration of outreach.
(e) Sign Outreach Contract which defines home-school expectations.
(f) Inform the teacher about the content of the Outreach Contract.

It is important that the home visitor reaches consensus with both the parent and the teacher regarding expectations for planned outreach activities. As discussed in Objective 4.6, teachers will be especially concerned with knowing how your outreach at home will support and reinforce their instructional objectives at school. Parents, on the other hand, will be especially concerned with knowing what you plan to do, when, how often, and for how long. These parental concerns can perhaps best be addressed through an Outreach Contract which is formally signed by the target student, parent, teacher, and home visitor.

The home visitor should schedule a specific family conference to discuss the contract. The meeting can be held at school or at home. It is advisable to have all parties present. However, special circumstances, for example, conflicting work schedules, may preclude this option. If necessary, schedule separate meetings at home and school. Be sure that each student, parent, and teacher understands their responsibilities and expected follow-up behaviors as described in the contract.

Objective 4.8—Part B: To establish an agenda and calendar for planned group meetings this year.

Steps: *(See also exercise 4—part b)*

(a) Compile parent and teacher suggestions for meeting topics.
(b) Contact possible speakers for each suggested topic.
(c) Finalize dates, times, and places for all planned meetings.
(d) Inform school staff about a group meeting calendar.
(e) Inform and periodically remind parents about a group meeting calendar.
(f) Publicize the group meeting agenda in your community.

Begin soliciting suggestions for group meeting topics from target parents and teachers. Listen to what parents have to say about their concerns for their children. Listen as teachers outline future instructional goals for students referred to your outreach program. Try to establish an agenda and calendar for planned group meetings which specifically address these needs at home and at school. This will help insure that group meeting topics are relevant. Meetings with relevant topics are more likely to be well attended.

Review your Directory of Family Services (see Objective 4.5) for names of possible speakers for your group meetings. But do not limit group meetings to only formal, or polished, presentations by agency representatives. In many cases, informal meetings are best. Exercise 4 provides a sample letter in which parents of eighth grade students are invited to an informal meeting to discuss their children's upcoming transition to high school.

Objective 4.9—Part B: To conduct all planned outreach activities as prescribed for each target family.

Steps: *(See also exercise 4—part b)*

(a) Schedule all planned activities at beginning of the month.
(b) Make all scheduled phone calls regarding planned activities and mailings for the month.
(c) Conduct all scheduled home visits for the month.
(d) Conduct any scheduled group meetings for the month.
(e) Review, schedule, and resolve problems in delivering prescribed outreach at the end of the month.

This objective specifies that you conduct all prescribed outreach activities for target youth and their families. Up to this point, we have discussed how to diagnose individual strengths and weaknesses (prescriptive assessment) and then how to plan and coordinate a sequence of home-school activities (prescriptive treatments). This part of the manual discusses how to develop an outreach curriculum as you conduct successive planned outreach activities.

Because individual circumstances and needs are different, it is not possible to outline a single outreach curriculum for use with all families with special needs youth. Alternatively, the University of Wisconsin Research Program outlines a general preventive strategy for you to follow when developing your own outreach curriculum. The curriculum itself will result from your compiling of activity logs (Objective 4.5), student transition goals (Objective 4.6), parent outreach contracts (Objective 4.7), and group meeting topics (Objective 4.8).

The following two summary tables will be helpful. Tables 4.5 and 4.6 provide an overview of where you are going in an attempt to develop an outreach program. One of the greatest difficulties lies in knowing where to begin. To help with this, examples are provided of possible outreach treatments which should help you digest recommended strategies, procedures, and techniques that will be suitable for your community. Table 4.3 illustrates possible instructional activities at home. Table 4.4 illustrates possible instructional activities at school.

Both tables follow similar formats. Four competency domains (physical, intellectual, social-emotional, and academic growth) are specified. Screening and assessment information which was derived from the University of Wisconsin Research Program is summarized within each competency domain. Examples of appropriate treatment objectives, treatment agents, and treatment sequences are also provided.

Table 4.2

Strategies for Treating Families with an Adolescent Problem Child

	Possible Family Treatment Strategies			
Competency Domains	**Screening/ Assessment Concerns**	**Treatment Objectives (Examples)**	**Treatment Agents (Examples)**	**Treatment Sequences (Examples)**
Physical Growth	Evaluate knowledge of family planning/child rearing practices among family members	Increase competence of adolescent/young adult family members to raise children within a supportive home environment	-School Counselor -Agency Social Worker	**Inform** – Provide child rearing booklets and development skill checklists **Counsel** – Teach child rearing techniques to adolescents at school/neighborhood family centers **Therapy** – Refer adolescents/ young adults for family intervention/counseling at local service agencies
Intellectual Growth	Determine quality of naturally occurring psychosocial stimulation within home environment	Increase parental competence to promote intellectual curiosity among adolescent children	-Home Visit Trainer -EEN Teacher	**Inform** – Suggest discovery learning activities (science experiments) for cooperative family projects **Counsel** – Roleplay, brainstorming sessions, or other small group activities to sharpen critical thinking skills **Therapy** – Directly teach hypothesis testing behaviors (interrelationships among past, present, future events) to adolescents at school
Social-Emotional Growth	Evaluate permeability of social/ interpersonal boundaries at home	Increase personal self-confidence among parents/ other adult family members	-Agency Social Worker -School Counselor	**Inform** – Tell parents about adolescent behavior management techniques **Counsel** – Provide meetings for small groups of parents to discuss common child rearing concerns **Therapy** – Refer parents for intensive training on how to modify adolescent behavior at home
Academic Growth	Determine adequacy of vocational role models at home	Increase family consensus regarding vocational and other postschool transition goals for adolescent members	-Home Visit Trainer -EEN Teacher -WECEP/ Other Special Help Staff	**Inform** – Tell parents of preemployment opportunities for adolescents at school or at local community sites **Counsel** – Role model for parents to motivate adolescents to seek competitive jobs **Therapy** – Refer adolescent for vocational counseling at school or local community agency

Table 4.3

Strategies for Treating Families with an Adolescent Problem Child

Competency Domains	Possible Educational Treatment Strategies			
	Screening/ Assessment Concerns	Treatment Objectives (Examples)	Treatment Agents (Examples)	Treatment Sequences (Examples)
Physical Growth	Determine frequency of common illness/minor health complaints	Reduce frequency of absences due to health problems	-School nurse -Parents -Social worker	**Lesson** – Examine health care practices in different societies/cultures **Task** – Interview parents/ siblings as to their personal health care habits **Activity** – Periodic health screening at school and referrals as needed to local clinic
Intellectual Growth	Evaluate adequacy of hypothesis testing behaviors	Increase appreciation of interrelationships among past, present, and future behaviors	-School psychologist -EEN teacher -School counselor	**Lesson** – Direct instruction as to the interrelationships across past, present, and future behaviors/events **Task** – Discovery learning assignments (science experiments at a learning center) **Activity** – "Brainstorming sessions" or other small group activities to sharpen critical thinking skills
Social-Emotional Growth	Evaluate appropriateness of personnel confidence and self-image	Increase competence to solve complex social problems	-School counselor -EEN teacher -Parents	**Lesson** – Small group modeling and role playing of possible behaviors to resolve complex social situations **Task** – Identify recent personal problem and list alternative solutions (choices and consequences) **Activity** – Opportunities for videotaping of social problem solving vignettes (accepting criticism)
Academic Growth	Evaluate appropriateness of work habits and vocational goals	Increase prevocational skills needed for adult careers	-EEN teacher -Vocation education teacher -WECEP/ other special help staff	**Lesson** – Pre-employment experiences either at school or at local community sites **Task** – Interview local employer to determine prerequisite skills for particular job **Activity** – Join/form a "job club" to discuss local post-school employment prospects

Table 4.4

Sequence of Parent/Family Outreach Activities

Step	Who	What	Where
		Parent-Adolescent Child Communication	
1.	Teacher and Child	Identify strengths and weaknesses of social situations at home and at school, including possible solutions to problems.	School
2.	Parent and Child	Discuss possible social problems from the parent's and the child's perspective and list activities to improve relationships at home.	Home
3.	Small Group of Parents	Share information regarding how families can improve communication and foster independence among adolescent offspring.	School
4.	Parent and Child	Review progress in improving social interactions at home and discuss possible new or alternative strategies.	Home
5.	Parent and Teacher	Discuss whether or not outreach strategies to improve the child's social competence at home and at school should be continued or modified.	School
		Study Skills	
1.	Teacher and Child	Cooperatively direct guidelines for homework, for example, what to study and how often.	School
2.	Parent and Child	Agree to a "homework contract" regarding when and where school assignments will be completed.	Home
3.	Small Group of Parents	Discuss strategies and problems in completing homework contract, for example, where to study and how.	School
4.	Parent and Child	Review the homework contact and discuss strategies to increase compliance as needed.	Home
5.	Parent and Teacher	Discuss whether or not the homework contract is improving study skills and should be continued.	School
		Postschool Jobs	
1.	Teacher and Parent	Cooperatively identify appropriate career goals and possible local job opportunities.	School
2.	Parent and Child	Discuss how to apply for local jobs and establish a contract for specific job applications.	Home
3.	Small Group of Parents	Share information regarding available local jobs and "job hunting" strategies.	School
4.	Parent and Child	Review progress made in finding a postschool job and discuss new strategies or opportunities to pursue.	Home
5.	Parent and Teacher	Share information regarding the postschool job search and discuss whether or not to modify possible career goals.	School

Discuss with members of your advisory board what combination of outreach activities are appropriate, given your local circumstances, needs, and resources. Use the forms in exercise 4 which accompany objective 4.9 to plan and conduct monthly outreach activities. Periodically review these activities. Evaluate their effectiveness. Modify activities, as needed, to better serve families and youth who are enrolled in your outreach program.

Objective 4.10—Part B: To produce an Individual Transition Plan (ITP) for each target student and his or her family.

Steps: *(See also exercise 4—part b)*

- **(a)** Consult with parents and teachers about proper long-term transition goals for each student and his or her family.
- **(b)** Identify component transition objectives per goal.
- **(c)** Identify a sequence of instructional activities per objectives.
- **(d)** Identify evaluation criteria to repeatedly assess student ITP progress.
- **(e)** Complete the ITP Worksheet on each target student.
- **(f)** Repeatedly assess student ITP progress throughout his or her high school career.

The key is to monitor the performance of target students longitudinally and then to adapt planned instruction at home and at school in response to your evaluation of student progress. In order to appropriately and repeatedly assess changes in the sociovocational performance of target students, it is recommended that you modify the Student Interview, Family Interview, and Teacher Rating Forms.

Objective 4.11—Part B: To provide each target student with all required referrals and community placements prior to high school exit.

Steps: *(See also exercise 4—part b)*

- **(a)** Compile a local directory of resources for postschool referrals.
- **(b)** Discuss possible postschool plans with students, parents, and teachers.
- **(c)** Identify a postschool goal per student at beginning of twelfth grade.
- **(d)** Provide family outreach to support postschool goals during twelfth grade.
- **(e)** Set up ITP communication strategies at home and at school.
- **(f)** Keep monthly log of ITP communication activities.
- **(g)** Make postschool referrals and placements at the end of twelfth grade.
- **(h)** Contact and evaluate community status of placed students six to twelve months after high school exit.

Objective 4.11 outlines steps to plan for the discharge of families from your program as target youth leave high school and begin the process of transition toward work and independent adult living. It is important that you specifically plan for this process. Postschool transition goals should be identified prior to high school exit, at the beginning of the twelfth grade. Any appropriate referrals and community placements should be made. Set up communication strategies and activities based on table 4.2 for use at home and at school. Keep a monthly log of communication activities (see exercise 4.11(f)). A follow-up survey, as previously discussed (see section 2), should be conducted in order to evaluate the results of your efforts to help target youth find jobs.

Objectives 4.10 and 4.11 complete the process of longitudinally developing (sections 2 and 3) and implementing (section 4) your program of outreach. These last two objectives are intended to "complete the circle" of activities whereby you survey, screen, assess, treat, and follow-up youth with special needs and their families. Refer to the discussion of different preventive education strategies and corresponding exercises to complete the steps outlined for these two objectives.

In conclusion, your outreach program can be designed to impact those family and child characteristics which are crucial for postschool success. There is a current need for coordinated family outreach that increases the degree of counseling and support that is available at home. At the same time, these youth need transition training at school which anticipates those skill competencies required for postschool young adult adjustment. A preventive strategy to achieve both programming goals has been described here.

The strategy, itself, has several distinguishing features. It is flexible, enabling implementation in different school settings and with students of different educational needs. Costs are minimized because school-based outreach mainly uses existing staff and resources. It also provides for prescriptive evaluation of student progress so that educational effectiveness is both documented and serviceably related to curriculum development. This secondary school training effort is intended to complement the existing efforts of local school and rehabilitation services to provide transition-related job training and counseling services to special needs youth and their families.

Exercise 4

Instructions: The purpose of exercise 4 is to outline a sequence of steps for assessing and then treating target families who have been referred to your outreach program. Accordingly, there are two parts to the exercise:

Part A - Prescriptive Assessment of Families
Part B - Prescriptive Treatment of Families

There are objectives checklists for both Part A and Part B. Each includes the page numbers where you will find sample forms to copy and use as needed. *Protocols referred to in the text must be purchased directly from the publisher (see Appendix C).* Mark the date when you complete each step on the checklist. Use the checklist to keep track of your progress in completing the exercise.

Remember that different families with special needs youth have different outreach needs. There is no single approach or strategy which will always work. You must evaluate the different strengths and weaknesses of each family enrolled in your program. You should prescribe outreach, as needed, to achieve a proper balance between the instruction each student receives at school and the support he or she receives at home. The prescriptive assessment protocols and prescriptive treatment plans provided in this exercise will help you achieve this goal.

Part A: Prescriptive Assessment of Families

▶ Objective 4.1—Part A: To develop and implement a "plan of action" for conducting prescriptive assessments.

The following checklist is provided to assist you in completing the objective set forth in this section. It is also your index to the forms we have provided for you to copy and use as needed.

Steps to Accomplish Objective	Forms Included (title and page no.)	Date Completed
(a) Notify parents and teachers as to the purpose of prescriptive assessment.		
(b) Purchase multiple copies of the assessment protocols. *(Appendix C)*		
(c) Copy and compile *Target Student Interview Booklets* (pp. 114 - 117).	Booklet Contents: Instructions for the Student (p. 115). Personal Goals (p. 116). Family Involvement (p. 117).	
(d) Copy and compile *Target Family Interview Booklets* (pp. 118 - 123).	Booklet Contents: Instructions for Interviewer (p. 119). Family Health (p. 120). Personal Goals (p. 121). Clubs/Organizations (p. 122). Conclusion (p. 123). Post Interview Forms (pp. 124 - 125).	
(e) Copy and compile *Teacher Rating Booklets* (pp. 126 - 127).	Booklet Contents: Target Student's School Records Summary (p. 127).	
(f) Identify one "Home Visitor" for each target family.		
(g) Consult with parents and teachers about the assigned home visitor.		
(h) Complete Home Visitor Caseload Worksheet.	Home Visitor Caseload Worksheet (p. 128).	

Exercise 4A, Objective 4.1 (c)

Target Student Interview Booklet

(pp. 114-117)

Student's Name	☐ Male	☐ Female
Date of Birth	Grade	
Student ID#		
Teacher's Name		
Today's Date		

Target Student Interview Booklet: Instructions for the Student

This public school district places great value on the quality of its programs. We are constantly concerned with how we can continue to improve and coordinate our efforts with families and students in the area.

We believe that a better understanding of current students and their families will help provide information which could lead to a better educational experience in school.

We would like to learn more about you and your family . . . more about *your* attitudes and feelings toward your family, school, community service organizations, and toward the community in general.

We would appreciate your cooperation in filling out these forms. We emphasize that all survey information you contribute is strictly *confidential*.

Thank you for your time and effort.

Exercise 4A, Objective 4.1(c)

Target Student Interview Booklet: Personal Goals

All of us have personal goals for ourselves, our families, and our friends. As you continue to work toward your high school diploma, it is especially important for you to think about your goals after school. What types of jobs do you want? What do you like about your family and friends? What are your goals for the future?

Please complete each of the sentences below to tell us about your real feelings. There are no right or wrong answers. Think about what you want to do after school and tell us about your goals. Be sure to try to complete each sentence.

1. After high school, I ______________________________
2. The best job for me ______________________________
3. I like ______________________________
4. I want to know ______________________________
5. The best ______________________________
6. A mother ______________________________
7. My greatest fear ______________________________
8. Other kids ______________________________
9. The future ______________________________
10. I am best when ______________________________
11. At school ______________________________
12. I am very ______________________________
13. My father ______________________________
14. I secretly ______________________________
15. My friends ______________________________

Target Student Interview Booklet: Family Involvement

I am going to ask you several questions about your parents and other family members and their support of YOUR education. There are no right or wrong answers to these questions because all families support their children's education in different ways. Please help us to understand HOW your parents, brothers, sisters, and other relatives help while you are in school.

1. Is your family generally supportive of your education? *Check the appropriate box.*
   a. ☐ Always supportive
   b. ☐ Often supportive
   c. ☐ Sometimes supportive
   d. ☐ Seldom supportive
   e. ☐ Never supportive

2. How does your family support your education? *Check the appropriate box.*
   a. ☐ regularly attends parent conferences at school
   b. ☐ calls my teachers when there is a problem at school
   c. ☐ helps me with homework assignments
   d. ☐ helps me study for tests
   e. ☐ cuts down on my chores at home during times when I am very busy with school work
   f. ☐ joins the school PTA (Parent Teachers Association)
   g. ☐ buys me new clothes to wear at school each year
   h. ☐ gives me money to buy school supplies
   i. ☐ pays for private music lessons
   j. ☐ hires private tutors to help me in school subjects I have trouble learning
   k. ☐ comes to watch sporting events or music concerts at school
   l. ☐ Other *Specify* ________________________________

3. Do your parents look at and talk to you about your report card grades? *Check the appropriate box.*
   a. ☐ Always
   b. ☐ Most of the time
   c. ☐ Some of the time
   d. ☐ Seldom
   e. ☐ Never

4. Do you think the quality of your education has been . . . ? *Check the appropriate box.*
   a. ☐ Generally good
   b. ☐ Just OK
   c. ☐ Poor

5. Do your parents think the quality of your education has been . . . ? *Check the appropriate box.*
   a. ☐ Generally good
   b. ☐ Just OK
   c. ☐ Poor

Exercise 4A, Objective 4.1 (d)

Target Family Interview Booklet

(pp. 118-123)

Target Student's Name ☐ Male ☐ Female	
Student's Grade	Student's Date of Birth
Target Parent's Name	
Relationship to Child	
Interviewer's Name	
Today's Date	

Target Family Interview Booklet:
Instructions for Interviewer

1. Call to schedule an interview for
Child's Name

☐ Yes ☐ No

Date	Why Not? *Briefly describe*
Time	
Place	

Complete interview schedule form for this

2. Conduct the interview
Check appropriate answer box
   - a. ☐ by phone ☐ in person
   - b. Proper interview environment? ☐ Yes ☐ No
     If no, why not
   - c. Asked additional "probe" questions? ☐ Yes ☐ No
   - d. Unusual circumstances? ☐ Yes ☐ No
     If yes, briefly explain

3. Score all questions in the interview per instructions.

Target Family Interview Booklet: Family Health

The following questions relate to your family's general health and care.

1. Does your family use a certain doctor or HMO?
   - a. ☐ Yes
   - b. ☐ No

2. Are you satisfied with your family's health care?
   - a. ☐ Yes
   - b. ☐ No

3. Does anyone in your family complain frequently of any of the following major illnesses?
   - a. ☐ Colds or ear infections
   - b. ☐ Stomach aches or pains
   - c. ☐ Headache
   - d. ☐ Seizures or convulsions
   - e. ☐ Tires easily
   - f. ☐ Bruises or cuts easily
   - g. ☐ None of the above

   . . . *Specify* ________________________

4. Does anyone in your immediate family suffer from any of the following major illnesses?
   - a. ☐ Asthma or bronchitis
   - b. ☐ Kidney disease
   - c. ☐ Heart disease
   - d. ☐ Thyroid disease
   - e. ☐ Alcohol or drug addiction
   - f. ☐ Cancer
   - g. ☐ None of the above

   . . . *Specify* ________________________

5. Does anyone in your home have special vision or hearing problems?
   - a. ☐ Yes
   - b. ☐ No

   . . . *Specify* ________________________

6. Does anyone in your home have a physical handicap?
   - a. ☐ Yes
   - b. ☐ No

   . . . *Specify* ________________________

7. Does anyone in your home have health insurance?
   - a. ☐ Don't know
   - b. ☐ No one covered
   - c. ☐ Yes

   . . . List all family members covered: ________________________

Target Family Interview Booklet: Personal Goals

All of us have personal goals for ourselves, our families, and our friends. As your child continues to work toward his or her high school diploma, it is especially important for you to think about your goals for your child after school. What types of jobs do you want for your child? What do you like about your child's friends? What are your child's goals for the future?

Please complete each of the sentences below to tell us about your real feelings. There are no right or wrong answers. Think about your child and what you want him or her to do after school. Tell us about your goals. Be sure to try to complete each sentence.

1. After high school, my child ____________________
2. The best job for my child ____________________
3. I like my child because of ____________________
4. I want to know if my child ____________________
5. The best thing about my child ____________________
6. A child's mother/father ____________________
7. My greatest fear for my child ____________________
8. Other kids like my child because ____________________
9. The future for my child ____________________
10. My child is best when ____________________
11. At school my child ____________________
12. My child is ____________________
13. My child's father/mother ____________________
14. I secretly want my child ____________________
15. My child's friends ____________________

Exercise 4A, Objective 4.1(d)

Target Family Interview Booklet: Clubs and Organizations

Now I'd like to ask you about any clubs or organizations to which you may belong. Do you belong to any of the following kinds of groups? What are the names of the groups to which you belong? How often do you usually go to the meetings of this group?

		Yes	No
a.	Religious groups or church organization such as choir, ladies auxiliary? *Does not include church service*	☐	☐

Names of Groups	Attend How Often

		Yes	No
b.	Clubs or social groups such as women's clubs, card clubs, or bowling clubs?	☐	☐

Names of Groups	Attend How Often

		Yes	No
c.	Neighborhood action associated groups such as community action programs, block groups, parent councils?	☐	☐

Names of Groups	Attend How Often

		Yes	No
d.	Groups which are mainly connected with children's education such as PTO or a parent advisory board?	☐	☐

Names of Groups	Attend How Often

		Yes	No
e.	Political action groups such as a political party or citizens committee?	☐	☐

Names of Groups	Attend How Often

		Yes	No
f.	Other groups such as job-affiliated groups, unions, study groups, etc?	☐	☐

Names of Groups	Attend How Often

		Yes	No
g.	Does your spouse-partner/other adult belong to any clubs or organizations?	☐	☐

. . . What are the names of the groups to which he/she belongs?

____

Target Family Interview Booklet: Conclusion

We're coming to the end of the interview now. We've talked a lot about you, your family, the schools, and the community. You've told me a great deal about your experiences as a parent in a number of areas. As you think about it now, what do you see as the most important source of help to you as a parent?

Is there anything else you would like to tell us about your child and his or her needs at school?

Thank you for your time and cooperation with our survey.

Exercise 4A, Objective 4.1(d)

Postinterview Observations

Interviewer	Date	# of Visits
List family members observed during visit(s)		

On the basis of the *completed* family survey, please rate the family on the following scales. Wait until you have departed the residence, but do the ratings promptly while the last interview is still fresh in your mind. Make any additional comments which will increase our understanding of a particular aspect of the home. In particular, note if an aspect of the home is very different for a *certain* child than for children in general.

A. Physical Quality of the Family Home

	T	F
1. House is **not** overly noisy, for example, loud TV sets.	☐	☐
2. Rooms are **not** overcrowded, for example, with furniture.	☐	☐
3. Rooms seem reasonably clean and well-kept.	☐	☐
4. Family displays children's art or craftwork in the home.	☐	☐
5. At least ten books are present and visible.	☐	☐
6. House has running water and indoor plumbing.	☐	☐
7. House has adequate heating.	☐	☐
9. The surrounding neighborhood seems relatively safe for children.	☐	☐
10. The surrounding neighborhood is **not** overly noisy.	☐	☐

Comments: ______________________________

____

____

B. Psychological Quality of the Family Home

	T	F
1. The family seems reasonably adjusted to their life together.	☐	☐
2. There is little evidence of overt conflict or discord in the home.	☐	☐
3. Parent-child relationships seem adequate.	☐	☐
4. Relationships among siblings seem adequate.	☐	☐
5. Little evidence that crises outside the home disrupt daily routines.	☐	☐
6. Children seem to be exerting a positive influence on the marriage.	☐	☐

Comments: ______________________________

____

____

C. Characteristics of the Mother

	T	F
1. Mother exhibits positive self-concepts.	☐	☐
2. Mother demonstrates adequate social competency.	☐	☐
3. Mother demonstrates adequate communications skills.	☐	☐

(continued)

	T	F
4. Mother does **not** demonstrate an extreme need for social approval.	☐	☐
5. Mother's responses to the interview appear reliable.	☐	☐

Comments:

D. Characteristics of the Father

	T	F
1. Father exhibits positive self-concepts.	☐	☐
2. Father demonstrates adequate social competency.	☐	☐
3. Father demonstrates adequate communications skills.	☐	☐
4. Father does **not** demonstrate an extreme need for social approval.	☐	☐
5. Father's responses to the interview appear reliable.	☐	☐

Comments:

E. Quality of Child Rearing Practices

	T	F
1. Children's social and emotional growth are actively promoted.	☐	☐
2. Behavioral control is appropriate and nonrestrictive.	☐	☐
3. Parental attachment and affection for children is evident.	☐	☐
4. Parents adequately cope with child rearing needs.	☐	☐

Comments:

Please make any additional general comments that you think would be helpful in understanding this family.

Thank you!

Exercise 4A, Objective 4.1(e)

Teacher Rating Booklet

(pp. 126-127)

Student's Name ☐ Male ☐ Female	
Grade	Classification
Teacher's Name	
Teacher/Student Contact	
How Long?	
Nature of Contact (for example, student enrolled in English Class)	
Today's Date	

Teacher Rating Booklet:
Target Student's School Records Summary

Student Name	Date of Birth	
School Classification	Grade	Today's Date

Please provide the following information as recorded in this student's public school records. If more than one test score is available, report the most current score below.

Grade Point Average		
Grade	**G.P.A.**	**Class Rank**

Diagnostic Instruments

IQ Tests		
Test Name	**Score**	**Date Administered**
a.		
b.		

Achievement Tests			
	Test Name	**Grade Level**	**Date Administered**
a. Reading			
b. Math			

Other Diagnostic Instruments		
Test Name	**Score**	**Date Administered**
a.		
b.		
c.		

M-Team Evaluation Summary

M-Team Report Date: ____________________

Placement Recommendation: ________________________________

____

Additional Comments

Please add below any additional comments to help us better understand the current cognitive and academic functioning of this student.

____

____

Exercise 4A, Objective 4.1(h)

Home Visitor Caseload Worksheet

Home Visitor Name	School Year 19___ - ___
Target School Program	Today's Date

Student Name	Grade	Cooperating Teacher	Family Name	Current Address	Telephone *Area/No.*

Objective 4.2—Part A: To conduct prescriptive assessments of each target student at school

The following checklist is provided to assist you in completing the objective set forth in this section. It is also your index to the forms we have provided for you to copy and use as needed.

Steps to Accomplish Objective	Forms Included (title and page no.)	Date Completed
(a) Obtain target student's class schedules.	Target Student's Class Schedule (p. 130).	
(b) Schedule the Student Interview for small groups of target students.	Target Students' Interview Schedule (p. 131).	
(c) Provide cooperating teachers with a *Teacher Rating Booklet* for each target student.	*Teacher Rating Booklet* (pp. 126 - 127).	
(d) Resolve any "logistical" problems with cooperating teachers.		
(e) Help proctor testing of small groups of students.		
(f) Provide individual testing of students as appropriate.		
(g) Score and record all completed *Teacher Rating Booklets*.	*Teacher Rating Booklet* (pp. 126 - 127).	

Target Student's Class Schedule

Home Visitor Name	School Year 19___ - 19___
Target School Program	Today's Date

Class Schedule Directions: (1) Fill in exact starting and ending times of each class period, (2) for each class period fill in the course name or course number, and (3) fill in the name of the person who teaches each course. Also, list all homerooms, study halls, and free periods. **Be sure all squares are filled with this information.** Thank you.

Period/Time		Monday	Tuesday	Wednesday	Thursday	Friday
1	From: To:					
2	From: To:					
3	From: To:					
4	From: To:					
5	From: To:					
6	From: To:					
7	From: To:					
8	From: To:					

Target Students' Interview Schedule

Home Visitor	Today's Date

Student Name	Grade	Cooperating Teacher	Schedule			Comments
			Date	Time	Room	

Objective 4.3—Part A: To conduct a Family Interview with the parents of each target student

The following checklist is provided to assist you in completing the objective set forth in this section. It is also your index to the forms we have provided for you to copy and use as needed.

Steps to Accomplish Objective	Forms Included (title and page no.)	Date Completed
(a) Schedule a convenient time for the Family Interview.	Target Family Interview Schedule (p. 133).	
(b) Set a standard interview environment in the family home.		
(c) Inform the parents, by letter if appropriate, that the interview is voluntary and confidential.	Sample Letter to Parents (p. 134).	
(d) Ask follow-up "probe" questions to clarify responses of parents.	Telephone Contact with Target Family (p. 135).	
(e) Write anecdotal comments to explain unusual circumstances.		
(f) Score and record all completed *Family Interview Booklets*.	*Target Family Interview Booklets* (pp. 118 - 125).	

Target Family's Interview Schedule

Home Visitor	Today's Date

Student Name	Family Name	Address	Schedule			Comments
			Phone #	Date	Time	

Sample Letter to Parents

Dear Parents:

The ________________ Public Schools place great value on the quality of their educational programs. As part of our program of outreach activities at the ________________ Public Schools, the Student and Family Resource Center has been established within our school system. The Center is a cooperative research effort of the ________________ Area Schools and the University of Wisconsin—Research and Training Center. The Student and Family Resource Center has been created to provide outreach services to parents that will assist them in meeting the educational needs of their children. To provide these services to families, we need to initially evaluate student career and vocational needs and interests. The information will help us learn more about families and the educational needs of their children. We believe a better understanding of families in our community will lead to a better school experience for each student and a better community experience for families.

We will be evaluating the students' career and vocational needs and interests. If you do **not** wish to have your child participate in this evaluation, please sign and return this letter to me at the address indicated below. We emphasize that all information is **strictly confidential** and your child's participation is **strictly voluntary**.

Thank you for your consideration and cooperation with our survey efforts.

Sincerely,

________________________, Coordinator
Student and Family Resource Center

- - - - - - - - - - - - - - - - - - - -

Please return to:

Name of Student	
Grade	

☐ No, we would **not** like to participate in the family survey study.

Parent Signature ▸	Date

Telephone Contact with Target Family

Who: "Hello, my name is ____________________. I work with the ______________ Public School System. I am a staff person for the Student/Family Resource Center. We sent you a letter asking your permission to work with ____________________.
Child's Name

(If a parent says he or she **did not** receive the letter, say; "We sent you a letter asking your permission to work with ____________________. If you did not receive it, may we send you another?
Child's Name

—Now go to the "Description" Section below —

(If the parent states he or she **did** receive the letter, go to the "Purpose of Contact" section.

Purpose of Contact: "I am calling you today to discuss our project with you. Do you have a few minutes to talk with me?"

(If the parent says **yes**, continue to the next section. If the parent says **no**, schedule a time to call back.)

Description: For twelfth Graders: "The Center was formed to serve as a link between parents and the school to help students make a successful transition from school to the community.

For eighth Graders: "The Center was formed to serve as a link between parents and the school to help students have a successful high school experience.

"We obtain information about the educational, vocational, and social needs of the student from both the teachers and parents. Based on this information we develop a plan with the parents to assist them in preparing their child for community living or for high school."

"We want to know what your concerns are regarding ____________________. For
Child's Name
example, some parents have expressed concerns about current study habits, career planning, how to find and to keep a job, and social skills."

Reason for Contact: "I am calling you to find out if you have any concerns about ______________
______________ and how we can help you. Would you be interested in meeting with me about
Child's Name
____________________?"
Child's Name

(If parent says **no**, thank them for their time.)

(If parent says **yes**, tell the parent the following:)

"I would like us to set aside about an hour to go over some questions I would like to discuss with you. Everything we discuss is confidential and your participation is voluntary."

Objective 4.4—Part A: To profile each target family's strengths and weaknesses per competency domain

The following checklist is provided to assist you in completing the objective set forth in this section. It is also your index to the forms we have provided for you to copy and use as needed.

Steps to Accomplish Objective	Forms Included (title and page no.)	Date Completed
(a) Compile screening and assessment information on each target youth.	Target Student Profile Sheet (p. 137).	
(b) Compile available interview information on each target family.	Target Family Profile Sheet (p. 138). Target Family Involvement in Offspring Education (p. 139). Target Family Personal Goals (p. 140).	
(c) Evaluate the "strengths" of each target family.		
(c) Evaluate the "weaknesses" of each target family.		
(e) Summarize available student and parent information on Student and Family Profile Sheets.	See (a) and (b) above (pp. 137 - 138).	

Target Student Profile Sheet

Student Name	**Family Name**
Home Visitor	**Today's Date**

Screening/Assessment

Competency Domain	Test Scores	Instructional Recommendations
A. Physical Growth	A.1. # Tardy ________ 2. # Absences ________ a. Excused ________ b. Unexcused ________	A.
B. Intellectual Growth	B.1. IQ/VS ________ 2. IQ PS ________ 3. IQ/FSS ________	B.
C. Social-Emotional Growth	C.1. LOC ________ 2. BRP-Student ________ a. Home ________ b. School ________ c. Peer ________ 3. BRP-Teacher ________	C.
D. Academic Growth	D.1. Read Grade ________ 2. Math Grade ________ 3. TPK ________ a. Personal ________ b. Social ________ c. Occupational ________ d. Total ________ 4. COPS ________ a. Likes #1 ________ b. Likes #2 ________ c. Dislikes #1 ________ d. Dislikes #2 ________	D.

■ Exercise 4A, Objective 4.4(b)

Target Family Profile Sheet

Student Name	**Family Name**
Home Visitor	**Today's Date**

Family Screening/Assessment

Competency Domain	Information	Comments
A. Physical Growth	A.1. Certain MD/HMO ____ 2. Satisfied with care ____ 3. Minor illnesses ____ 4. Major illnesses ____ 5. Vision/hearing problem ____ 6. Physical handicap ____ 7. Health insurance ____	A.
B. Intellectual	B.1. Cohesion ____ 2. Expressiveness ____ 3. Conflict ____ 4. Independence ____ 5. Achievement ____ 6. Intellectual ____ 7. Recreational ____ 8. Moral/Religious ____ 9. Organization ____ 10. Control ____	B.
C. Social-Emotional	C.1. Parent BRP ____ 2. Mom LOC ____ 3. Clubs/Organizations ____ a. Church Grps. ____ b. Social Grps. ____ c. Neighborhood Grps. ____ d. Political Grps. ____ e. Job-related Grps. ____	C.
D. Academic	D.1. Mother/Mother Figure a. Education ____ b. Occupation ____ 2. Father/Father Figure a. Education ____ b. Occupation ____	D.

Target Family Involvement in Offspring Education

Student Name	Family Name
Home Visitor	Today's Date

The "Family Involvement In Offspring Education" Form is included in both the Student Interview and Family Interview books. Transcribe and compare the student and parent responses to each question.

Question	Student Response	Parent Response
1. Is the family supportive of the child's education?	1.	1.
2. How does the family support the child's education?	2.a. ____________ b. ____________ c. ____________	2.a. ____________ b. ____________ c. ____________
3. Do parents talk to the child about report cards?	3.	3.
4. How does the child rate his or her own education?	4.	4.
5. How does the parent rate the child's education?	5.	5.

Target Family Personal Goals

Student Name	Family Name
Home Visitor	Today's Date

The "Personal Goals" form is included in both the Student Interview and Family Interview booklets. Transcribe and compare student and parent responses to each question below.

Question	Student Response	Parent Response
1. After high school, I		
2. The best job for me		
3. I like		
4. I want to know		
5. The best		
6. A mother		
7. My greatest fear		
8. Other kids		
9. The future		
10. I am best when		
11. At school		
12. I am very		
13. My father		
14. I secretly		
15. My friends		

Part B: Prescriptive Treatment of Families

Objective 4.5—Part B: To produce "activity logs" which summarize required methods and materials for the family outreach curriculum.

The following checklist is provided to assist you in completing the objective set forth in this section. It is also your index to the forms we have provided for you to copy and use as needed.

Steps to Accomplish Objective	Forms Included (title and page no.)	Date Completed
(a) Contact local and state agencies regarding possible outreach services.		
(b) Begin compiling a Directory of Family Services.	Directory of Family Services (p. 142).	
(c) Complete "activity logs" for Information Brokerage outreach.	Information Brokerage Activity Log (p. 143).	
(d) Complete "activity logs" for Home Visit outreach.	Home Visit Activity Log (p. 144).	
(e) Update your Directory of Family Services annually.		

Exercise 4B, Objective 4.5(b)

Directory of Family Services

Program Name

Address

Phone Number	Contact Person

Available Services 1. ______ 3. ______

2. 4.

Eligibility Criteria

Costs

Summary of Outreach Program Contacts

Reason for Contact #1

Contact Date

Comments

Reason for Contact #2

Contact Date

Comments

Information Brokerage Activity Log

Name of Activity

Brief Description

Target Competency Domain

Objectives for this Activity
1. ____________________
2. ____________________
3. ____________________

Required Materials
1. ____________________
2. ____________________
3. ____________________

Parent Follow-up Responsibilities
1. ____________________
2. ____________________

Comments Regarding Uses of the Activity and Its Limitations

Home Visitor Name	Today's Date

151

■ Exercise 4B, Objective 4.5(d)

Home Visit Activity Log

Name of Activity

Brief Description

Target Competency Domain

Objectives for this Activity
1.
2.
3.

Required Materials
1.
2.
3.

Parent Follow-up Responsibilities
1.
2.

Comments Regarding Uses of the Activity and Its Limitations

Home Visitor Name	Today's Date

Objective 4.6—Part B: To prescribe the mix of outreach activities required to support the student's transition goals at school.

The following checklist is provided to assist you in completing the objective set forth in this section. It is also your index to the forms we have provided for you to copy and use as needed.

Steps to Accomplish Objective	Forms Included (title and page no.)	Date Completed
(a) Identify a cooperating teacher for one target student.	School Personnel Contact Log (p. 146).	
(b) Consult with the teacher regarding transition goals for the student.	Target Student Transition Goals (p. 147).	
(c) Match the student's transition goals with proper competency domains.	Target Student Transition Goals (p. 147).	
(d) Identify "5-step" sequence for planned family activities.	Five Step Sequence for Planned Family Activities (p. 148).	
(e) Discuss the sequence of activities with the student's teacher.		
(f) Repeat above steps (a) through (e) for all remaining target students.		

■ Exercise 4B, Objective 4.6(a)

School Personnel Contact Log

Student Name: ____________________

School Personnel Contact Log

Staff Name	Date
School Personnel Name	Title

Type of Contact
☐ Meeting ☐ Telephone ☐ Correspondence

Reason for Contact

Outcome of Contact

Follow-up Activities

154

Target Student Transition Goals

Student Name	Cooperating Teacher	Transition Goal	Competency Domain

Exercise 4B, Objective 4.6(d)

Five-Step Sequence for Planned Outreach Activities

Student Name	Family Name
Home Visitor	Today's Date
Transition Goal	

Step	Who	What	Where
1	Teacher and Child		School
2	Parent and Child		Home
3	Small Groups of Parents		School
4	Parent and Child		Home
5	Parent and Teacher		School

Objective 4.7—Part B: To contract with each target parent regarding the frequency and duration of all planned outreach activities at home.

The following checklist is provided to assist you in completing the objective set forth in this section. It is also your index to the forms we have provided for you to copy and use as needed.

Steps to Accomplish Objective	Forms Included (title and page no.)	Date Completed
(a) Schedule a home visit to discuss the Outreach Contract.	Family Contact Log (p. 150).	
(b) State again that family participation is voluntary and confidential.		
(c) Establish consensus with the parent(s) regarding the frequency of outreach.		
(d) Establish consensus with the parent(s) regarding the duration of the outreach.		
(e) Sign Outreach Contract which defines home-school expectations.	Family Outreach Contract (p. 151).	
(f) Inform the teacher regarding the content of the Outreach Contract.		

Exercise 4B, Objective 4.7(a)

Family Contact Log

Student Name: ____________________

Staff Name	Date

Family Member Name

Relationship to Student

Type of Contact
☐ Telephone ☐ Correspondence

Reason for Contact

Outcome of Contact

Follow-up Activities

Exercise 4, Objective 4.7(e)

Family Outreach Contract

Student Name

School Year
19___ - 19___

Student Transition Goal

Student Transition Objectives 1. ___
2. ___
3. ___

Outreach Activity 1

A. Description ___
B. How Often ___
C. Begin ___ End ___

Outreach Activity 2

A. Description ___
B. How Often ___
C. Begin ___ End ___

Planned follow-up activities at home and at school *(Briefly describe)*

Student	Parent	Teacher	Visitor

Signatures

A. Student ___
B. Parent ___
C. Teacher ___
D. Home Visitor ___

Today's Date	Next Family Contact

Objective 4.8—Part B: To establish an agenda and calendar for planned group meetings this year.

The following checklist is provided to assist you in compleing the objective set forth in this section. It is also your index to the forms we have provided for you to copy and use as needed.

Steps to Accomplish Objective	Forms Included (title and page no.)	Date Completed
(a) Compile parent and teacher suggestions for meeting topics.	Group Meeting Topics (p. 153).	
(b) Contact possible speaker(s) for each suggested topic.	Suggested Speaker List (p. 154).	
(c) Finalize dates, times, and places for all planned meetings.	Group Meeting Calendar (p. 155).	
(d) Inform school staff regarding group meeting calendar.		
(e) Inform and periodically remind parents about group meeting calendar.	Sample Letter to Parents (p. 156).	
(f) Publicize group meeting agenda in your community.		

Exercise 4, Objective 4.8(a)

Group Meeting Topics

Parent Suggestions	Teacher Suggestions
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.

Outreach Coordinator	Today's Date

■ Exercise 4, Objective 4.8(b)

Suggested Speaker List

Outreach Coordinator	Today's Date

Speaker Name	Agency/ Business	Phone #	Meeting Topic	Target Audience	Comment
1.					
2.					
3.					
4.					
5.					

Group Meeting Calendar

Fall	1.	Topic ________________	1.	Who	________________
		________________		Where	________________
		________________		When	________________
	2.	Topic ________________	2.	Who	________________
		________________		Where	________________
		________________		When	________________
Winter	3.	Topic ________________	3.	Who	________________
		________________		Where	________________
		________________		When	________________
	4.	Topic ________________	4.	Who	________________
		________________		Where	________________
		________________		When	________________
Spring	5.	Topic ________________	5.	Who	________________
		________________		Where	________________
		________________		When	________________
	6.	Topic ________________	6.	Who	________________
		________________		Where	________________
		________________		When	________________

Exercise 4B, Objective 4.8(e)

Sample Letter to Parents

Date

Dear parents and eighth grade students:

We would like to inform you of two events that will be coming up next month.

For parents of eighth graders: The Middle School Counselors and the Student/Family Resource Center will be hosting a panel discussion on ____________, _________ ____ at _______ p.m. in the High School Library. Topics covered will include academic concerns (homework, grading, graduation requirements,) social issues (dating, curfews, clubs that are available, peer groups,) and emotional health issues (depression, loneliness, mood changes, etc.). ______________________________ and ________________________ ____ , Middle School Counselors, ______________________________, School Psychologist, and ______________________________, a High School Teacher and Parent will be addressing these issues. ______________________________ High School Assistant Principal, will also be available during a question and answer session. A tour of the high school will be optional. We hope to see you there!

For eighth grade students: On ____________, _________ ____, our eighth graders will be visiting the ____________ ______________ High School, going on a tour, attending a class and participating in question and answer sessions with high school students. This opportunity will take place during their regularly scheduled school day.

The ______________________________ Middle School Counselors and the staff of the Student/Family Resource Center hopes these opportunities will assist all students in making a smooth transition from the middle school to the high school. Please call ________________________________ or ________________________________ at the Middle School if you have any questions.

Middle School Counselor

Middle School Counselor

Student/Family Resource Center

Objective 4.9—Part B: To conduct all planned outreach activities as prescribed for each target family.

The following checklist is provided to assist you in completing the objective set forth in this section. It is also your index to the forms we have provided for you to copy and use as needed.

Steps to Accomplish Objective	Forms Included (title and page no.)	Date Completed
(a) Schedule all planned activities at the beginning of the month.		
(b) Make all scheduled phone calls and mailings for the month regarding planned activities.	Monthly Schedule for Planned Activities (p. 158).	
(c) Conduct all scheduled home visits for the month.	Monthly Schedule for Home Visits (p. 159). Home Visit Log (p. 160).	
(d) Conduct any scheduled group meetings for the month.		
(e) Review schedule and resolve problems in delivering prescribed outreach at the end of the month.		

■ Exercise 4B, Objective 4.9(b)

Monthly Schedule for Planned Activities

Home Visitor Name	Month/Year

		Completed	
Family Name	Planned Activity	Phone Call	Mailing

Monthly Schedule for Home Visits

Home Visitor Name	Month/Year

Family Name	Planned Activities	Date	Time	Comments
1.				
2.				
3.				
4.				
5.				

Exercise 4, Objective 4.9(c)

Home Visit Log

Student Name

Date

Staff Name

Family Member Name

Relationship to Student

Goal for the Home Visit

Plan to Achieve Goal

Resources/Referrals

Outcome of Home Visit

Follow-up Activities

Objective 4.10—Part B: To produce an Individual Transition Plan (ITP) for each target student and his or her family.

The following checklist is provided to assist you in completing the objective set forth in this section. It is also your index to the forms we have provided for you to copy and use as needed.

Steps to Accomplish Objective	Forms Included (title and page no.)	Date Completed
(a) Consult with parents and teachers about proper long-term transition goals for each student.		
(b) Identify component transition objectives per goal.		
(c) Identify sequence of instructional activities per objectives.		
(d) Identify evaluation criteria to repeatedly assess student ITP progress.	Evaluation Criteria Worksheet (p. 162).	
(e) Complete the ITP Worksheet on each target student.	Individual Transition Plan Worksheet (p. 163).	
(f) Repeatedly assess student ITP progress throughout his or her high school career: Assessment Schedule Assessment Spreadsheet	Repeated Assessment Schedule (p. 164). Repeated Assessment Spreadsheet (p. 165).	

Exercise 4B, Objective 4.10(d)

Evaluation Criteria Worksheet

Transition Coordinator	School Year 19___ - 19___
# Student Caseload	Grade Level(s)

Student Special Needs
A. ______________________ C. ______________________
B. ______________________ D. ______________________

Competency Domain	Repeated Assessments	Evaluation Criteria
1. Physical Growth	1. a. ______________ b. ______________ c. ______________	1.
2. Intellectual Growth	2. a. ______________ b. ______________ c. ______________	2.
3. Social-Emotional Growth	3. a. ______________ b. ______________ c. ______________	3.
4. Academic Growth	4. a. ______________ b. ______________ c. ______________	4.

Individual Transition Plan Worksheet

Student Name ☐ Male ☐ Female	**Family Name**
ITP Coordinator	**Today's Date**
Transition Goal	

Competency Domain	Transition Objectives	Instructional Activities	Comments
1. Physical Growth	1. __________ __________	1. a. __________ b. __________ c. __________	1.
2. Intellectual Growth	2. __________ __________	2. a. __________ b. __________ c. __________	2.
3. Social-Emotional Growth	3. __________ __________	3. a. __________ b. __________ c. __________	3.
4. Academic Growth	4. __________ __________	4. a. __________ b. __________ c. __________	4.

Next Scheduled Conference: with student __________ with parent __________

Exercise 4B, Objective 4.10(f)

Repeated Assessment Schedule

ITP Coordinator	School Year 19____ - 19____
Home Visitor	Today's Date

Student Name	Grade	Cooperating Teacher	Schedule		Comments
			Date	Room	
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					

Repeated Assessment Spreadsheet

Repeated Assessment Spreadsheet

Student Name	9th Grade		10th Grade		11th Grade		12th Grade	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring

Objective 4.11—Part B: To provide each target student with all required referrals and community placements prior to high school exit.

The following checklist is provided to assist you in completing the objective set forth in this section. It is also your index to the forms we have provided for you to copy and use as needed.

Steps to Accomplish Objective	Forms Included (title and page no.)	Date Completed
(a) Compile a local directory of resources for postschool referrals.	Local Directory of Postschool Services (p. 167).	
(b) Discuss possible postschool plans with students, parents, and teachers.		
(c) Identify postschool goals for each student at beginning of twelfth grade.	Target Students' Postschool Goals (p. 168).	
(d) Provide family outreach to support postschool goals during the twelfth grade.		
(e) Set up ITP communication strategies at home and at school.	ITP Communication Strategies (p. 169).	
(f) Keep monthly log of ITP communication activities.	ITP Communication Activities - Monthly Log (p. 170).	
(g) Make postschool referrals and placements at end of twelfth grade.		
(h) Contact and evaluate community status of placed students six to 12 months after their high school exit.		

Local Directory of Postschool Services

Program Name

Address

Phone Number	Contact Person

Available Services 1. ______ 3. ______

2. 4.

Eligibility Criteria

Costs

Summary of Outreach Program Referrals

Student Name	Referral Date	Reason for Referral	Outcome/Comments
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

■ Exercise 4B, Objective 4.11(c)

Target Students' Postschool Goals

Transition Coordinator	School Year 19___ - 19___
Home Visitor	Today's Date

Student Name	Postschool Goal	Placement		Follow-up		Comments
		Agency	Date	Yes	No	
1.				☐	☐	
2.				☐	☐	
3.				☐	☐	
4.				☐	☐	
5.				☐	☐	
6.				☐	☐	
7.				☐	☐	
8.				☐	☐	
9.				☐	☐	
10.				☐	☐	

ITP Communication Strategies

At Home	At School
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

Home Visitor	Today's Date

ITP Communication Activities – Monthly Log

Transition Coordinator	School Year 19___ – 19___
Home Visitor	Today's Date

Student Name	Communication At School	Family Name	Communication At Home
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

5

An Agenda for the Future

Overview

This concluding chapter summarizes previous descriptions and discussions of how coordinated programs of public-school-based outreach may increase parental involvement in educational programs for special needs students.

- Institutional barriers to building formal outreach programs are identified and discussed from both the school's and the family's perspective.
- Possible solutions to this problem of barriers are described with respect to a preventive approach to children's education.
- A concluding statement on a future agenda to substantively increase home-school partnerships on behalf of the educational growth and development of children.

Educators, especially, recognize the crucial role the family plays in a child's development. However, in spite of an increasingly elaborate and complex public education program, there has not been a comparable program for including parents in the education of their children. In part, fixed resources have forced schools to limit program development in some areas. It has also been true that an appropriate school-based technology that would effectively involve parents in the educational process simply has not been created.

There are several factors that have contributed to the inability—or reluctance—of public education to move toward formal school-based outreach programming for families. It is important, in this final chapter, to identify these problems and offer a possible framework for solutions through the strategy of preventive education.

In many educational circles, teachers believe that the classroom defines both the professional and practical limits of their work. However, in many of our introductory discussions, we have argued that the evidence clearly indicates that the influence of the family is considerable and significant. The family can either increase the benefits of the educational program, or seriously compromise its effectiveness. In neither case can this powerful influence be ignored.

The family is, in the vernacular of the genre, a key player in the educational performance of its children. When those youth, who are identified as having special needs due to a handicap, or to be otherwise at-risk, move into the community, they are particularly vulnerable. No longer having school support, those youth with little or no family support are very likely to fail in the community. However, when parents have been properly involved in their children's educational programs, and have had an opportunity to develop the competencies appropriate to the demands their youngsters will face after high school, these youth find adjustment easier and more quickly than similar youth without such support. *The point is that the education of special needs youth preparing for independence in the community cannot be effective without involving parents as partners in the educational program.*

Why Schools Don't Build Formal Outreach Programs

Research described in this manual, and elsewhere in the literature, has consistently shown that children with special needs experience increasing difficulty in acquiring the personal competencies required for academic success. As preschoolers they often develop antagonistic styles of learning which are transferred from the family. They exhibit increasingly antisocial behaviors as middle school students. They often drop-out before completing high school and are generally unemployed or underemployed as young adults.

The importance of family support for children's school performance has also been widely recognized. Family influences have been shown to either facilitate or impede the intellectual and affective development of normal, disadvantaged, and at-risk children. However, the recognized importance of family support belies the fact that family factors are essentially outside the realm of the existing educational delivery system. Thus, parents generally represent an untapped source of support for the school achievement of their children with special needs.

If the need is clear, then why is there generally a lack of involvement by parents in the educational programs afforded their youngsters with special needs? We have identified six reasons why most schools have not developed formal outreach programs to increase family involvement at school.

Why Schools Don't Involve Families

- Schools are resistant when asked to solve large scale problems within the general society.
- Outreach programs are often unable to appropriately decide which students and parents to serve.
- There is no demonstrably effective program model because research lacks serviceable utility.
- Many families have a history of limited interest—and even apathy—when asked to support school programs.
- Teachers are often focused on short-term problems relevant to one class in one school year.
- There are philosophical problems with any extra-academic or extra-mural program and there are economic problems with demands on school resources which have been increasingly limited.

Teachers and parents are similarly challenged, and often frustrated, by large, complex, and regimented systems to deliver public education in this country. Teachers are increasingly asked to shoulder even more responsibility for such societal problems as teenage pregnancy and high school drop-out rates. Teachers would benefit from a system change in which educational authority is decentralized. The system strategy we are proposing is a school-based, teacher-coordinated system for distributing responsibility for children's education at home and at school. But such change in the existing system to deliver public education will require that program administrators and classroom teachers address and work cooperatively with families to solve current problems regarding why parents do not want to become involved in public school programs.

Why Parents Don't Want To Get Involved

- Families with special needs youth are often isolated from friends and neighbors and fearful of any school contact.
- Family problems often seem too unique, too large, and too overwhelming to share with others.
- It is not easy to trust and be open and frank when discussing personal problems with a stranger.
- It is often difficult to submit to the influence of a helper, because help can be a threat to self-esteem.
- It is difficult to change lifelong habits when committing oneself to outreach program goals.
- Some families' influence transfers social dysfunction from one generation to the next.

From the family's perspective, these obstacles to outreach programs are challenging in and of themselves. But the problem is further compounded when one considers the previously discussed obstacles to change from the school's perspective.

It is increasingly clear that problems of family involvement in schools should not be simplistically viewed as either the teacher's or the parent's sole responsibility—it is both. Our society has changed, forcing many parents of children with special needs to work and not be able to monitor their children's behavior. In addition, they suffer considerable anxiety that they are unable to help educate their own children and defer all responsibility to the schools. On the other hand, teachers are often reluctant to meaningfully involve families for fear of compromising either professional standards or practical limits to instruction. Proper recognition that underachievement among many children with special needs is a legitimate concern at both home and school is an important first step toward solving the problem.

Reducing System Barriers to Parent Involvement

Results from the University of Wisconsin Research program indicate that there are at least five reasons why families should be involved in their youngster's educational program at school.

- Families can provide schools with an "early warning system" for students at risk for post-school problems.
- Families can provide teachers with a natural support system to reinforce instructional goals and objectives.
- Many parents are willing, but unable, to extend vocational education beyond the normal "six-hour" school day.
- Teacher-identified skill deficits are educational areas which are necessary to be compensated for at school because of parent problems at home.
- Teachers should have distributed responsibility for vocational education by creating broad based community support for transition preparation.

We believe that the direct, meaningful, and substantive involvement of families permits the most efficient use of existing school resources and increases the possibility of long-term effectiveness in vocational education programs.

The outreach program described herein generally utilizes a case manager service model and provides for individual home-school communication specifically designed to reduce potential barriers to involving families in special school programs. Examples of problems observed in previous LEA (Local Educational Agency) implementation of this program—and their possible solution—are presented below (Table 5.1).

Evaluation of these and other solutions developed and implemented at LEA demonstration sites in Wisconsin reveals generally the efficacy of public-school-based programs of outreach to families. There has been observed, in particular, a significant increase in treated children's grade point average as well as general social and prevocational skills during high school. There was also an increase in job stability and a higher rate of pay among the treated youth in the first year

Table 5.1

Problem	Solution
1. Teachers' expectations of parental disinterest and apathy toward their children's education.	1. Communicate to teachers the strengths and weaknesses of individual families and strategies to reduce potential barriers to active parental participation in school activities.
2. Teachers' domination of IEP conferences with parents.	2. Communicate to teachers each parent's expectations for an upcoming IEP conference prior to the meeting and help teachers resolve potential problems.
3. Parents setting performance standards that their children may be unable to achieve.	3. Communicate to parents standards for their child's performance at school and form family support groups in which parents can discuss common child rearing problems with their peers.
4. Parents lacking the knowledge and skills to help their children achieve realistic learning and behavioral goals at home.	4. Communicate to parents teacher-identified learning and behavioral objectives and train parents to provide individually designed in-home activities to reinforce and extend these instructional objectives.

after high school exit.

Evidence of program success, notwithstanding, we recognize the challenge that public-school-based outreach will present to many LEAs in Wisconsin. In many ways, the original group of LEAs which cooperatively developed this program were unique. The program undoubtedly benefited from the leadership of local program administrators, from the skill of local classroom teachers, and from the courage and perseverance of parents and their children with special needs. The success of the program to date surely must be attributed to the cooperative effort developed between the home and the classroom. It also enjoyed strong and consistent administrative support.

We further believe that the success of the program to date has outlined, in effect, an agenda for the future in Wisconsin schools. While acknowledging that creating substantive home-school partnerships will not be easy, local educators cannot permit the conclusion that the goal is impossible to achieve. The efforts of LEAs who have previously cooperated in this project demonstrate what is possible. There is now a real opportunity for other LEAs to make strong parental involvement in educational programs a reality throughout the state.

As part of a renewed national concern for excellence in education, local schools are being challenged to better prepare our country's children to work and achieve independence in adult life. Underachievement, unfortunately, compromises the potential of millions of school children. Moreover, for these children, educational competencies required for personal success are perceived as possible to acquire only with great difficulty—if at all. Accordingly, many children become disenchanted with school, often dropping out or pursuing only limited educational goals.

Creating substantive and meaningful home-school partnerships has the potential value of improving the education of children with special needs in at least four ways.

Parents can become knowledgeable advocates for the service system of their children. If education is to be efficient, then the confusion due to the complexity of the provider system must be reduced and appropriate service combinations must be prescriptively developed. This problem is especially great for disadvantaged families. Knowledgeable parents as advocates can effect equal opportunity for high quality education by obtaining proper help.

Parents can provide long-term social support. Parents can establish a home environment with high expectations for their children's achievement. The ability of families to provide effective social support not only transfers some of the burden of instructional responsibility from the schools, but also provides an opportunity for prevention which is not easily accomplished by the traditional system. Trained parents can avoid or minimize crises and, as well, can be armed with the competence to address new problems and thereby minimize their detrimental consequences.

Parents can foster accountability for their children's education. If education is to be indexed as effective, then each child will need to develop the competence required for success in our society. Limits on the personal competence of children should not be presumed but should be tested and supported by virtue of the increased role of families involved in their children's education. Parents armed with the competence to share instructional responsibility can assist schools in making the system of public education more accountable.

Parents can help develop the social competencies that are requisite for educational achievement. Though educational classifications of children's risk status may usefully provide for curriculum development, namely, school programs, the behavioral demands for academic success transcend that specificity. Social competencies are more general needs which demand an instructional emphasis which is appropriate for children with different school labels. The prescriptive nature of such deficits can best be treated by parent or home support, perhaps as an extension of—or adjunct to—existing school resource programs. This kind of support can effectively bridge the developmental periods crossed by adolescent children during their four year high school career.

Summary

We have tried to argue each of these points throughout this manual. Parents must be involved in the educational program of their children if instructional effectiveness is not to be compromised. Those family characteristics that threaten achievement and performance can be identified and mitigated through outreach programs. On the other hand, many parents needing such help are often anxious about their abilities to help in the process, or have grown apathetic. We have tried to recognize this problem as complex and would argue that the effectiveness of a school-based outreach program for families with special needs youth depends upon cooperation. Movement by the school and movement by the parents toward each other is the key to the success of the program, and ultimately to the success we desire as educators.

6

Appendixes

A. *References*
B. *Glossary*
C. *Test Publishers*

Appendix A

References

Anchor, K.N., and T.C. Thompson. "A Comparison of Two Parent-training Models With Educated Parents." *Journal of Community Psychology* 5 (1977), 134-141.

Baker, B.L., L.J. Heifetz, and D.M. Murphy. "Behavioral Training for Parents of Mentally Retarded Children: One Year follow-up." *American Journal of Mental Deficiency* 85 (1980), 31-38.

Baker, B.L., and M.C. McCurry. "School-based Parent Training: An Alternative for Parents Predicted to Demonstrate Low Teaching Proficiency Following Group Training." *Education and Training of the Mentally Retarded* 19.4 (1984).

Bee, H.L., L.F. Van Egeren, A.P. Streissguth, B.A. Nyman, and M.S. Leckie. "Social Class Differences in Maternal Teaching Strategies and Speech Patterns." *Developmental Psychology* 1 (1969), 726-734.

Berger, M.L. "The Public Schools Can't Do it All." *Contemporary Education* 54.1 (1982), 6-8.

Bradley, R.H., and B.M. Caldwell. "174 Children: A Study of the Relationship Between Home Environment and Cognitive Development During the First 5 Years." In *Home Environment And Early Cognitive Development: Longitudinal Research*. Ed. A.W. Gottfried. Orlando: Academic Press, 1984.

Brewer, G.D., and J.S. Kakalik. *Handicapped Children: Strategies for Improving Services*. New York: McGraw-Hill, 1979.

Brolin, D. *Vocational Preparation of Persons with Handicaps*. Columbus, OH: Charles Merrill, 1982.

Bruininks, R.H. "The Implications of Deinstitutionalization for Community Adjustment." In A. Halpern (Chair), *Community Residential Adjustment: Challenges and Issues for the Next Decade*. Paper presented at the 110th Annual Meeting of the American Association on Mental Deficiency, Denver, May 1986.

Bryan, T.S. "Social Relationships and Verbal Interactions of Learning Disabled Children." *Journal of Learning Disabilities* 11(1978), 107-115.

Bureau for the Education of the Handicapped. *Training Educators for the Handicapped: A Need to Redirect Federal Programs*. Report to Congress, Sept. 28, 1976.

Butler, A.J., and P.L. Browning. "Methodological Issues in the Prediction of Rehabilitation Outcome with the Mentally Retarded." In *Mental Retardation: Rehabilitation and Counseling*. Ed. P.L. Browning. Springfield, IL: Charles C. Thomas, 1974.

Chaffin, J.D., et al. "Two Follow-up Studies of Former Educable Mentally Retarded Students From the Kansas Work Study Project". *Exceptional Children* 37 (1971), 733-738.

Clarke, A.D.B., and A.M. Clarke. "Prospects for Prevention and Amelioration of Mental Retardation: A guest editorial." *American Journal of Mental Deficiency* 81.6 (1977), 523-533.

Clarke, A.M. "Developmental Discontinuities: An Approach to Assessing Their Nature." Paper presented at the Sixth Vermont Conference on the Primary Prevention of Psychopathology, June 1990.

Cowen, E.L. "Baby-steps Toward Primary Prevention." *American Journal of Community Psychology* 5.1 (1977), 1-22.

Davis, S., and M. Ward. *Vocational Education of Handicapped Students: A Guide for Policy Development*. __________: The Council for Exceptional Children, 1978.

Deutsch, M. *The Disadvantaged Child*. New York: Basic Books, 1967.

Dinger, J.C. "Postschool Adjustment of Former Educable Retarded Pupils." *Exceptional Children* 27.6 (1961), 353-360.

Dobbe–Beebe, P., and K. Kessler. *Vocational Advocacy for Parents: Trainer's Manual.* Madison, Wisconsin: Department of Public Instruction, 1983.

Elder, J.K. "Two Years of Employment Initiative: Job Placement Success." In *Responding to the Employment Initiative: A Major Interagency Cooperation Challenge.* Moderator C. Whitehead. Session conducted at the 110th Annual Meeting of the American Association on Mental Deficiency, Denver, 1986.

Farber, B. "Perception of Crisis and Related Variables in the Impact of Retardation in the Mother." *Journal of Health and Human Behavior* 1 (1960), 108-118.

Fardig, D.B., et al. "Postsecondary Vocational Adjustment of Rural, Mildly Handicapped Students." *Exceptional Children* 52.2 (1985), 115-121.

Feuerstein, R., and Y. Rand. "Mediated Learning Experiences: An Outline of the Proximal Etiology for Differential Development of Cognitive Functions." *International Understanding: Cultural Differences in the Development of Cognitive Processes* 9 (1974), 7-37.

Flynn, R.J. "Mental Ability, Schooling, and Early Career Achievement of Low I.Q. and Average I.Q. Young Mentally Retarded." *American Journal of Mental Deficiency* 84 (1980), 431-443.

Gans, S.P., and G.T. Horton. *Integration of Human Services: The State and Municipal Levels.* New York: Praeger, 1975.

Garber, H.L. "The Postsecondary School Adjustment of Mentally Retarded Individuals." In *Implications of Recent Rehabilitation Legislation for Handicapped Children and Adolescents.* Symposium conducted at the 88th Annual Convention of the American Psychological Association, Montreal, 1980.

Garber, H.L., M. McInerney, and T. Lutzow. "Family Based Training of Adolescents with Moderate Mental Retardation: A Delivery System Technique to Improve Independent Living Competence." In *Impact of Postschool Partnerships.* Session conducted at the 109th Annual Meeting of the American Association on Mental Deficiency, Philadelphia, May 1985.

Ginzberg, E. "Young Unemployment." *Scientific American* 242.5 (1980), 43-49.

Ginzberg, E., and G.J. Vojta. "The Service Sector of the U.S. Economy." *Scientific American* 244.3 (1981), 48-55.

Goldstein, A.P., et al. *Skillstreaming the Adolescent: A Structured Learning Approach to Teaching Prosocial Skills.* Champaign, IL: Research Press., 1980

Gresham, F.M. "Social Skills Training with Handicapped Children: A Review." *Review of Educational Research* 51.8 (1981), 139-176.

Grover, H.J. "Department of Public Instruction's Plan for Implementing Rules for the Standards and How At-Risk Youth Will be Affected." Paper presented at the Department of Public Instruction's Job Training and Special Needs Conference, *Education is a Form of Work: Work is a Form of Education,* Madison, WI, 1986.

Haley, J. *Uncommon Therapy: The Psychiatric Techniques of Milton Erikson, M.D.* New York: Norton, 1973.

Halpern, A. "The Dimensions of Community Adjustment." In *Community Residential Adjustment: Challenges and Issues for the Next Decade.* Paper presented at the 110th Annual Meeting of the American Association on Mental Deficiency, Denver, May 1986.

Halpern, A.S. "Work Study Programs for the Mentally Retarded: An Overview." In *Mental Retardation: Rehabilitation and Counseling.* Ed. P.L. Browning. Springfield, IL: Charles C. Thomas, 1974.

Harris, S.L. *Families of the Developmentally Disabled.* New York: Pergamon, 1983.

Hasazi, S.B., L.R. Gordon, and C.A. Roe. "Factors Associated with the Employment Status of Handicapped Youth Exiting High

School From 1979 to 1983." *Exceptional Children* 51 (1985), 455-469.

Hess, R.D. "Social Class and Ethnic Influences on Socialization." In *Carmichael's Manual of Child Psychology*. Ed. P.H. Mussen. New York: Wiley, 1970.

Holland, C. "Elimination by the Parents of Firesetting Behavior in a 7-year-old Boy." *Behavior Research Therapy* 7 (1969), 135-137.

Horn, W.F., J.P. O'Donnell, and L.A. Vitulano. "Long-term Follow-up Studies of Learning-disabled Persons." *Journal of Learning Disabilities* 16.9 (1983), 542-555.

Howe, C.C. *A Comparison of Mentally Retarded High School Students in Work Study vs. Traditional Programs: The Effects of Off-campus Placement* (Final Report). Long Beach, CA: Long Beach Unified School District, 1967.

Jensen, A.R. *Bias in Mental Testing*. New York: Free Press, 1980.

LaGreca, A.M., W.L. Stone, and C.R. Bell. "Assessing the Problematic Interpersonal Skills of Mentally Retarded Individuals in a Vocational Setting." *Applied Research in Mental Retardation* 3 (1982), 37-57.

Liu, H.C. *Minnesota Division of Vocational Rehabilitation 1981 Econometric Analysis*. Minneapolis: Minnesota Department of Economic Security Monograph No. 5, March 1982.

Mahoney, D.J. "A Review of Jobs Undertaken by the Mentally Retarded." *Australian Journal of Mental Retardation* 4 (1976), 24-27.

Marjoribanks, K. "Sibsize, Family Environment, Cognitive Performance, and Affective Characteristics." *Journal of Psychology* 94 (1976), 195-204.

McFall, T. "Postschool Adjustment: A Survey of Fifty Former Students of Classes for the Educable Mentally Retarded." *Exceptional Children* 32 (1966), 633-634.

McInerney, M., and H.L. Garber. *Individual Differences and Mild Mental Retardation: Cognitive Patterning Similarities Among Children and their Parents*. Paper presented at the 108th Annual Meeting of the American Association on Mental Deficiency, Minneapolis, 1984.

McLean, P.D. "Parental Depression: Incompatible with Effective Parenting." In *Behavior modification approaches to parenting*. Eds. E.J. March, L.C. Handy, and L.A. Hammerlynck. New York: Brunner/Mazel, 1976.

Mercer, J.R. *Labeling the Mentally Retarded: Clinical and Social System Perspectives on Mental Retardation*. Berkeley: University of California Press, 1973.

Miller, W.H., and F. Gottlieb. "Predicting Behavioral Treatment Outcomes in Disturbed Children: A Preliminary Report on the Responsibility Index of Parents." *Behavior Therapy* 5 (1974), 210-214.

Mithaug, D.E., C.N. Horiuchi, and P.N. Fanning. "A Report on the Colorado Statewide Follow-up Survey of Special Education Students." *Exceptional Children* 51 (1985), 397-404.

Moos, R.H. "Assessment and Impact of Social Climate." In *Advances in Psychological Assessment* (Vol. 3). Ed. P. McReynolds. San Francisco: Jossey-Bass, 1975.

Moran, R.T. *A Client Level Benefit/cost Analysis of Vocational Rehabilitation*. Salem: Oregon Vocational Rehabilitation Division, 1981.

Nihira, K., C.E. Meyers, and I. Mink. "Home Environment, Family Adjustment, and the Development of Mentally Retarded Children." *Applied Research in Mental Retardation* 1 (1980), 5-24.

Patterson, G. "A Learning Theory Approach to the Treatment of the School Phobic Child." In *Case studies in behavior modification*. Eds. L.P. Ullman and L. Krasner. New York: Holt, Rinehart, and Winston, 1966.

Peterson, L., and L.L. Smith. "The Postschool Adjustment of Educable Mentally Retarded Adults Compared With that of Adults of Normal Intelligence." *Exceptional Children* 26 (1960), 404-408.

Radin, N. "The role of the Father in Cognitive, Academic and Intellectual Development." In *The Role of the Father in Child Development* (2nd ed.). Ed. M.E. Lamb, New York: Wiley, 1981.

Ramey, C.T., and R. Haskins. "The causes and Treatment of School Failure: Insights From the Carolina Abecedarian Project." In *Psychosocial Influences in Retarded Performance: Vol. II. Strategies for Improving Competence.* Eds. M.J. Begab, H.C. Haywood, 2nd H.L. Garber. Baltimore: University Park Press, 1981.

Reiter, S., and A.M. Levi. "Factors Affecting Social Integration of Noninstitutionalized Mentally Retarded Adults." *American Journal of Mental Deficiency* 85 (1980), 25-30.

Ricciutti, H.N. "Adverse Social and Biological Influences on Development." In *Ecological Factors in Human Development.* Ed. H. McGurk. Amsterdam: North-Holland, 1977.

Richardson, S.A. "Careers of Mentally Retarded Young Persons: Services, Jobs, and Interpersonal Relations." *American Journal of Mental Deficiency* 82.4 (1978), 349-358.

Risley, T., and M. Wolf. "Experimental Manipulation of Autistic Behaviors and Generalization into the Home." In *Control of Human Behavior.* Eds. R. Ulrich, J. Stachnik, and J. Mobry, Glenview, IL: Scott Foresman, 1966.

Rosenberg, S.A. *Family Performance Prediction Study I. Research Report.* Washington, D.C.: Bureau of Education of the Handicapped, OEG–0–74–7449, 1977.

Rusch, F., and D. Mithaug. *Vocational Training for Mentally Retarded Adults.* Champaign, IL: Research Press, 1980.

Russell, Harold, Associates. *Evaluation of Special Rehabilitation Projects and Demonstrations for Severely Disabled Individuals.* Final Report. Washington, D.C.: U.S. Department of Education, Rehabilitation Services Administration, 1988.

Rutter, M., and N. Madge. *The Cycles of Disadvantage.* London: Heinemann, 1976.

Schalock, R.L., and M.A. Lilley. "Placement from Community-Based Mental Retardation Programs: How Well Do Clients Do After 8 to 10 Years?" *American Journal of Mental Deficiency,* 90.6 (1986), 69-676.

Schloss, P.J. *Social Development of Handicapped Children and Adolescents.* Rockville, MD: Aspen, 1984.

Semmel, D., M. Cosden, and B. Konopak. *A Follow-up of Students Who Participated in Project Workability: An Experimental Evaluation Study.* Unpublished manuscript, University of California–Santa Barbara, Graduate School of Education, 1985.

Sherry, W., and S. Gilles. *End of Year Evaluation Results on the Designated Vocational Instructor Program.* Madison: Wisconsin Department of Public Instruction, 1987.

Shipman, V.C., D. McKee, and B. Bridgeman. *Disadvantaged Children and Their First School Experiences: Stability and Change in Family Status, Situational, and Process Variables and their Relationship to Children's Cognitive Performance* (PR–75–78). Prepared under Grant H–8256, Department of Health, Education, and Welfare. Princeton: Educational Testing Service, 1976.

Social Security Administration. *Social Security Bulletin: Annual Statistical Supplement 1980.* Washington, D.C.: U.S. Department of Health and Human Services, Social Security Administration, 1980.

Stanfield, J.S. "Graduation: What Happens to the Retarded Child when He Grows Up?" *Exceptional Children* 39 (1973), 548-552.

Strickland, C.G., and V.M. Arrell. Employment of the mentally retarded. *Exceptional Children* 34 (1967), 21-24.

Stuart, R. "Behavioral Contracting with Families of Delinquents." *Behavior Therapy and Experimental Psychiatry* 2 (1971), 1-11.

Tallman, I. "Family problem solving and social problems." In *Family Problem Solving*. Ed. J. Aldous, Hinsdale, IL: Dryden Press, 1971.

Tharp, R.G., and R.J. Wetzel. *Behavior Modification in the Natural Environment*. New York: Academic Press, 1969.

Turnbull, A.P., and H.R. Turnbull. "Parent Involvement in the Education of Handicapped Children: A Critique." *Mental Retardation* 20 (1982), 115-122.

U.S. Commission on Civil Rights. *Accommodating the Spectrum of Individual Abilities*. Washington, D.C.: U.S. Government Printing Office, 1983.

Vasa, S.F., and G.D. Meers. *Mom and Dad Can Help: Parents' Role in Career Education for the Handicapped Child*. Lincoln: University of Nebraska, Department of Special Education and Center for Vocational Education, 1980.

Wehman, P., J. Kregel, and J.M. Barcus. "From School to Work: A Vocational Transition Model for Handicapped Children." *Exceptional Children* 52.1 (1985), 25-37.

Wehman, P., J. Kregel, and J. Seyfarth. "Employment Outlook for Young Adults with Mental Retardation after Leaving School." *Rehabilitation Counseling Bulletin*, 1985.

Wikler, L. "Predictors of Stress in Families of Mentally Retarded Children." In *Family Stress*. Ed. H. McCubben, New York: Brunner/Mazel, 1980.

Will, M. *OSERS Programming for the Transition of Youth with Disabilities: Bridges from School to Working Life*. Washington, D.C.: Office of Special Education and Rehabilitation Services, U.S. Department of Education, 1984.

Wisconsin State Census Bureau. *Census Report*. Madison, 1980.

Zigler, E., D. Balla, and R. Hodapp. "On the Definition and Classification of Mental Retardation." *American Journal of Mental Deficiency* 89.3 (1984), 215-230.

Glossary

At-Risk Students: defined according to the Wisconsin Department of Public Instruction, Public Law 1985 Wisconsin Act 29, Section 118.153:

1. One or more years below expected reading/math skill level
2. Three or more credits behind expected grade level
3. Chronic truants
4. Teenage parent
5. Adjudicated delinquents
6. Economically or culturally disadvantaged
7. Personal or family substance abuse problems
8. Family trauma, e.g., physical, sexual, emotional abuse

Cognitive and Affective Maturation: development of the mental process and emotions and feelings.

Cognitive Competence: the state or quality of the mental process or faculty by which knowledge is acquired.

Cognitive Dysfunctioning: impaired functioning of the mental process or faculty by which knowledge is acquired.

Delivery Service and/or Systems: plan for preparing special needs students for postschool jobs before they leave high school.

Diagnostic-Prescriptive: after evaluating the transition goals, take proper action to help each individual.

Generic Services: traditional employment training offered to individuals with and without disabilities.

LEAs: Local Educational Agencies around which school districts are organized.

Longitudinal Research: research over time for succession of different groups of adolescents and young adults.

Maladaptive Behaviors: abnormal effectiveness or degree with which the individual meets the standard of personal independence and social responsibility expected of his age and cultural group.

Ongoing Services: nontraditional employment training to prepare individuals with disabilities for competitive jobs.

Preventive Education: an instructional model for anticipating and treating long-term problems of learning and behavioral adjustment.

Prescriptive Evaluation: assess the problem to diagnose individual outreach needs for each individual.

Preventive Transition Preparation: preparation and treatment of potential problems of the change from school to independent adult living skills.

Prevocational Competencies: able to make meaningful career decisions and planning an appropriate vocational education program, thereby enabling progress toward a specific occupational goal.

Prevocational Skill Deficiencies: lack of skills needed to make progress toward a specific occupational goal.

Psychoeducational: training of the mental activities or processes.

Psychoeducational Technology: the methods and materials used in the training of the mental activities or processes.

Psychosocial Competence: the state or quality of an individual's social and psychological behavior.

Psychosocial Environment: the circumstances or conditions that affect an individual's social and psychological behavior.

Roster Projections: from a list of former students, decide on a course of action for current students.

School-Based Family Outreach: school provides training to parents to help them act as significant agents of support, thereby enhancing the impact of prescribed instruction at school and work.

Socioemotional Dependence: rely on others for support emotionally and socially. Experience frustration and anxiety because of the dependence.

Sociovocational Competence: the state or quality of the personal attitudes, behavior, and general knowledge of independent adult living skills.

STORRY: acronym for University of Wisconsin Research Program, *Sequencing the Transition of At-Risk and Retarded Youth*.

Taxonomies: classifying students with common characteristics in one group.

Time Limited Services: specialized, brief, intensive care offered in response to a particular disability.

Transition Program Planning: prescribe a plan of sociovocational instruction and counseling that is best for each individual student.

Transition Services: act as a bridge between totally self-contained and totally mainstreamed activities. General objective is to facilitate a smoother, more gradual change for students seeking a greater degree of independence and self-sufficiency.

Test and Test Publishers

1. **Behavior Rating Profile (BRP)**

Author(s): Linda L. Brown and Donald D. Hammill

Description: Suggested for use by school and clinical psychologists, special education teachers, counselors, and social workers, the BRP examines a student's behavior using six independent measures:

- Three Student Self Rating Scales (home, school, peers)
- A Teacher Rating Scale
- A Parent Rating Scale
- A Sociogram, completed by classmates, which provides peer input into the student profile.

Age Range: 6- to 8-year-olds.

Administration Time: 10 to 15 minutes for each rating scale.

Derived Scores: Standard scores and percentile ratings.

Publisher: You may obtain copies of this test by contacting:

American Guidance Service
Publisher's Building
Box 99
Circle Pines, MN 55014
Telephone: (800) 328-2560

2. **Career Occupational Preference System, 1982 (COPS)**

Description: The Career Occupational Preference System is a 126-item inventory which evaluates the student's "likes" and "dislikes" for activities performed in many different occupations. It is intended to help students plan their career by showing them the relative strength of interest in different kinds of occupationally related activities.

Age Range: Not specified but appropriate from adolescence.

Derived Scores: There are 14 occupational areas for which activities are included in the overall inventory. They are: Science, Business, Clerical, Communication, Arts, Outdoor, and Service. Activity preferences are cumulated in appropriate categories and yield scores for the three most liked and three most disliked occupations. The test may be self-scored.

Publisher: You may obtain copies of this test by contacting:

EDITS/Educational and Industrial Testing Service
P.O. Box 7234
San Diego, CA 92167
Telephone: (619) 222-1666

3. **Family Environment Scale**

Author: R.H. Moos

Description: The Family Environment Scale was developed to assess the social climates of families, including directions of personal relationships, directions of personal growth, and basic organizational structure. It is a self-report inventory with a true/false response format. The short form, Form S, is a 40-item inventory consisting of ten subscales with four items in each. The subscales include: cohesion, independence, achievement orientation, intellectual–cultural orientation, active-recreational orientation, moral/religious orientation, organization, expressiveness, conflict, and control.

Age Range: Not specified although suggested to be useful with families with children aged 12 years and up.

Derived Score: A score is obtained for each subscale by adding up the number of items on each subscaled answer in the scored direction. An average score is then calculated for each family, and family profiles are generated by comparing these subscale averages with the normative sample.

Publisher: You may obtain copies of this test by contacting:

Consulting Psychologist's Press
1803 Bayshore Road
Palo Alto, CA 94303
Telephone: (415) 969-8901

4. Nowicki–Strickland Locus of Control Scale (LOCS)

Authors: S. Nowicki and B.R. Strickland

Description: The Locus of Control Scale indicates the extent to which the responder feels personal strength. When strong, there is a sense of more control about one's life and the Locus of Control is *internal*. When the sense of personal strength is weak, then control of one's life tends to be seen as independent of, or external to, personal actions or control – hence, an *external* Locus of Control. The items describe reinforcement situations across interpersonal and motivational areas such as affiliation, achievement, and dependency.

Age Range: three to 12 years.

Derived Score: The scale yields a score for responses reflecting an internal (I+) Locus of Control and a score representing external control (I–). The test format is successive pairs of statements to which the responder answers true or false.

Publisher: You may obtain copies of this test by contacting:

American Psychological Association
1400 North Uhle Street
Arlington, VA 22201
Telephone: (703) 247-7700

5. Test of Practical Knowledge (TPK)

Authors: J. Lee Wiederholt and Stephen C. Larsen

Description: The test was designed to test the extent of knowledge that students have of everyday life situations, as well as to assess the growth through school of necessary life skills. As such, it is a functional competency test, unlike achievement batteries geared to the academic content of the curriculum. The results of the TPK can be used for five purposes: (1) To identify students significantly below their peers in practical knowledge who might benefit from supplemental support; (2) to determine strength in particular areas of knowledge; (3) to measure growth in these areas; (4) to assess intervention benefits; and (5) to provide a test of the concept of functional competency.

Age Range: Middle and high school students.

Derived Score: The TPK is a highly reliable, experimentally validated and nationally standardized instrument with normative reference. The test yields four separate scores, including one for each subtest area, as well as an overall percentile performance score. The three subscales include: personal knowledge, social knowledge, occupational knowledge. There are five example items and 100 additional items divided into three subtests.

Publisher: You may obtain copies of this test by contacting:

Pro-Ed
Industrial Oaks Boulevard
Austin, TX 78375
Telephone: (512) 892-3142